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ABSTRACT

This report presents the Virginia Department of Education's study of the current standards for qualified educational interpreters for deaf and hearing impaired students and the impact of qualification standards on the supply and demand of educational interpreters. The study involved synthesis of data concerning the Virginia Quality Assurance Screening (VQAS); analysis of the qualifications of persons providing educational interpreting services; survey of interpreter qualifications, training and supply and demand issues in local school divisions; survey of interpreters regarding qualifications, training and attitudes; survey of interpreter training programs; analysis of trends in numbers of students who need educational interpreting services; and analysis of qualification requirements established outside of Virginia. Among study conclusions were: (1) The VQAS is a valid and appropriate measure for evaluating educational interpreters; (2) there is an inadequate supply of qualified interpreters, therefore, waivers of qualification standards are necessary; and (3) there is an inadequate availability of interpreting training programs in the state. Recommendations address continued use of the VQAS, waivers of qualification standards, changes in VQAS administration, the autonomy of local school divisions, increased development of interpreter training programs at state community colleges, and recruitment of people into educational interpreting. Individual chapters of this report address qualification standards, supply and demand of qualified interpreters, and training, respectively. Twelve appendices include the evaluation questions, current standards and requirements, survey results, proposed standards and requirements, a resource list, and a sample job description. Contains two references. (DB)

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October 1993

Educational Interpreters in Virginia Public Schools:

Factors Affecting Supply, Demand, and Training

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EDUCATIONAL INTERPRETERS IN VIRGINIA'S
PUBLIC SCHOOLS:
FACTORS AFFECTING SUPPLY, DEMAND AND TRAINING

A REPORT OF THE EDUCATIONAL INTERPRETER STANDARDS STUDY TEAM

VIRGINIA DEPARTMENT OF EDUCATION STUDY #92-69

SEPTEMBER 1993

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EXECUTIVE SUMMARY

This report presents the Department of Education's study of the current standards for qualified educational interpreters and the impact of qualification standards on the supply and demand of educational interpreters.

Background

The Virginia Department of Education established qualification standards for educational interpreters in 1987, in response to a need expressed by parents and advocates. In the intervening seven years, the Virginia Department for the Deaf and Hard of Hearing and the National Cued Speech Association established competency screening measures, and training opportunities were provided to individuals developing interpreting competencies. Despite these measures, many stakeholders concerned with interpreting for students with deafness and hearing impairment expressed dissatisfaction with the status of educational interpreter standards.

Methodology

Methods employed in the study include a synthesis of available data about the validity of the Virginia Quality Assurance Screening; analysis of the qualifications of persons providing educational interpreting services; survey of interpreter qualifications, training and supply and demand issues in local school divisions; survey of interpreters regarding qualifications, training and attitudes; survey of interpreter training programs; analysis of trends in the number of students with hearing impairment or deafness who require educational interpreting services; and analysis of qualification requirements established outside of Virginia.

Conclusions

Study results led the team to develop the following conclusions:

1. The educational interpreter's role as the primary source of communication for the student with deafness or hearing impairment is critical. Highly qualified persons must be available to serve as the language and communication models our children in school, or these students will be receiving a lower quality education than their hearing counterparts.

2. The Virginia Quality Assurance Screening (VQAS) levels are appropriate for educational interpreters. The VQAS Written and Performance Assessments measure fundamental knowledge of the Code of Ethics and ability to interpret and transliterate. Educational interpreting is a specialization of interpreting,

not a different profession. As such, it should be governed by the same principles of competency as govern all interpreters.

3. The Virginia Quality Assurance Screening is a valid measure of knowledge of the Registry of Interpreters for the Deaf's Code of Ethics and of competency in interpreting and transliterating. VDDHH 's 1992 evaluation of the VQAS, and subsequent modification of the screenings, demonstrate the validity of the measure. VDDHH's recent changes in the administration of the VQAS will ease the process of completing the screenings and receiving results.

4. There is an inadequate supply of qualified personnel to meet the local school divisions' demands. There is evidence that persons are progressing in their attainment of competencies as interpreters, but at a rate slower than that anticipated when the current standards were promulgated in 1987.

5. Waivers of qualification standards are necessary given the inadequate supply of qualified personnel. The waiver process must ensure the rights of students with hearing impairment to receive qualified interpreting services are protected.

6. Whereas the supply of qualified interpreters is related to such factors as geographic region and compensation provided by the school setting, the primary factor influencing supply is the inadequate availability of interpreting training programs statewide.

7. The role of the educational interpreter varies statewide. In some localities, the compensation and job assignments are typical of a paraprofessional.

Recommendations

The Education Standards Study Core Team makes the following recommendations as solutions to the issues identified.

1. The Virginia Department of Education shall continue to use VQAS Level III as the qualification standard for persons providing educational interpreting services. The qualification standard should continue to apply to all persons who provide educational interpreting services.

2. The Virginia Department of Education shall continue to grant waivers of qualification standards. The Core Team recommends certain technical amendments to the VDOE requirements for granting waivers of qualification standards.

3. The Department of Education and the Department for the Deaf and Hard of Hearing should increase their efforts to inform local school division administrators and interpreters of the

validity of the VQAS and the components of the VQAS assessments.

4. The Virginia Department of Education requests the Virginia Department for the Deaf and Hard of Hearing to make certain changes in the administration of VQAS. These changes would increase the ability of local school divisions to identify interpreters' qualifications and the ability of educational interpreters to complete the assessments.

5. Local school divisions should be aware that they may wish to address qualifications of educational interpreters in addition to VQAS competency levels. Administrators should consider whether the educational interpreter should also possess certain knowledge, skills and abilities in the areas of liberal arts, child development, language development, and special education. Local school division administrators should also assure that the assignment of the educational interpreter is appropriate to the student's mode of communication, language level, and communication skills.

6. Local school divisions should compensate educational interpreters according to the knowledge, skills and abilities required on their job description. The Department of Education recommends that increases in compensation be provided as interpreters progress in their attainment of Virginia Quality Assurance Screening Levels (and Virginia Registry of Interpreters for the Deaf certificates). It is also recommended that compensation reflect the interpreter's educational background.

7. The Virginia Department of Education should disseminate a publication for local school division personnel addressing the provision of educational interpreting services for students with hearing impairment or deafness.

8. The Virginia Department of Education should maintain on-going leadership in the training of educational interpreters. The Virginia Department of Education, the Virginia Department for the Deaf and Hard of Hearing, and local school divisions should continue to involve Virginia's Community Colleges in the development of interpreter training programs.

9. The Virginia Department of Education and the Virginia Department for the Deaf and Hard of Hearing should jointly develop an initiative to recruit persons into the field of interpreting in general, and educational interpreting in specific.

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- Dr. Lissa Power-deFur, Team Leader
  Principal, Policy Analysis

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  Associate, Special Education Personnel Development

- Dr. Philip Bellefleur
  Associate, Hearing Impairment Programs

- Dan Keeling
  Associate, Research and Evaluation

- Dr. John McLaughlin
  Chief, Research and Evaluation

- Leslie Hutcheson
  Special Projects Manager
  Virginia Department for the Deaf and Hard of Hearing

- Judy Sorrell
  Virginia Council of Administrators in Special Education
  Director, Shenandoah Valley Regional Program

- Maureen Hollowell
  Parent
  State Special Education Advisory Committee

- Karen Andrews
  Educational Interpreter
  Fairfax County Public Schools

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- Dr. Brenda Seal, Associate Professor
  James Madison University

- Jackie Perry
  Cued Speech Transliterator and Trainer
  Fairfax County Public Schools

- Fredia Helbert
  Educational Interpreter training coordinator
  Wise County Public Schools

- Terry Hall, Educational Interpreter
  Portsmouth City Public Schools

- Joe Adams
  Virginia Association of School Superintendents
  Superintendent, New Kent County Public Schools

- Suzanna McKendre, parent
  Tidewater Association for Hearing Impaired Children

- Susan Walker-Buckland
  Representing individuals with hearing impairment
  Teacher of the hearing impaired, Bedford County Public Schools

- Beverly Rader
  Elementary School Teacher
  Pulaski County Public Schools

- Margot Lareu
  Representing consumers of educational interpreting services
  Fairfax County high school student

- Becky Walton
  Co-Chair, Educational Interpreter Shared Interest Group
  Virginia Registry of Interpreters for the Deaf
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CHAPTER I: INTRODUCTION

Background

In 1987, the Virginia Department of Education (VDOE) responded to the concerns of parents and advocates for students with hearing impairment and established qualification standards for persons providing interpreting services to students with deafness and hearing impairment. These standards, placed within the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, addressed standards for students receiving sign language, Cued Speech or oral interpreting services.

Local school divisions attempted to meet the requirements of the special education regulations by hiring qualified personnel. Unfortunately, the supply of qualified personnel was insufficient to meet the demand for qualified educational interpreters. As a result, VDOE initiated a waiver process to temporarily waive the qualification requirements for those persons who had not yet met the Virginia Quality Assurance Screening (VQAS) standards.

In recognition of the scarcity of training available to increase the availability of training to persons interested in pursuing a career as an interpreter, VDOE and the Virginia Department for the Deaf and Hard of Hearing (VDDHH) jointly encouraged the development of interpreter training programs at Virginia's community colleges. VDOE funded mini-training grants to local school divisions, using federal special education funds.

In recent years, educators, parents and advocates have requested that the VDOE review the standards and process established in 1987. After 5 years of implementation, several issues emerged that required attention. The level of concern about the educational interpreter standards is great. There is a lack of consensus about the nature of the problem and potential solutions across stakeholder groups (e.g., parents, interpreters, school officials) or even within stakeholder groups. The following represent the perceptions of the various stakeholders:

- Students with hearing impairment are continuing to receive educational interpreting services from inappropriately qualified personnel. This places the students at an educational disadvantage, because they are not receiving accurate interpretation of the information presented/discussed in school.
- School divisions cannot find qualified educational interpreters. Persons hired cannot pass the VQAS.
- VDOE should discontinue granting waivers; rather, school divisions should hire qualified persons.

- VQAS is not appropriate for assessment of educational interpreters. VQAS was not designed for the educational interpreting environment and has not been validated for that purpose.

- VDDHH's administration of the VQAS assessments is time-consuming and there is a great delay in receipt of assessment results. This limits schools' abilities to hire qualified personnel.

In 1993, the Department of Education's Management Council created a team to address the issue of Educational Interpreter Standards. VDOE created a Core Team to complete the study. This team included Department of Education persons with expertise in the areas of policy analysis, hearing impairment, interpreting, special education personnel development, and research and evaluation. In addition, staff from the Department for the Deaf and Hard of Hearing, a local special education administrator, a local school division educational interpreter and a parent of a child with hearing impairment were members of the team.

VDOE also created a Stakeholders Group to receive the input of the constituencies impacted by the educational interpreter standards (teachers, interpreters, local school division administrators, interpreter training program administrators, consumers of interpreter services). This group, which met with the Core Team, included additional educational interpreters and local school division administrators, trainers of educational interpreters, and a high school student who used educational interpreting services.

Methodology

The Core Team established the following goal:

To clarify and define the issues associated with provision of qualified educational interpreters for students with hearing impairment and to develop and plan for potential solutions.

The Core Team developed a series of evaluation questions to direct the study. The Stakeholder group validated these questions.

- Are the **Virginia Quality Assurance Screening levels appropriate** for educational interpreters?

- Is there an adequate **supply** of qualified educational interpreters?

- Can the persons hired to be educational interpreters become qualified through completion of **training**?

- Does the **VDOE waiver process** facilitate or inhibit the provision of qualified educational interpreters to students with hearing impairment?

- Does the **VQAS administration process** facilitate or inhibit the provision of qualified educational interpreters to students with hearing impairment?

- Are educational interpreters viewed as **professionals**?

- Are **students' educational needs** met by qualified educational interpreters? Each question has a series of sub-questions to further guide the study (Appendix A).

The Core Team developed the following activities to answer the evaluation questions.

- Review and analysis of the development and administration of the Virginia Quality Assurance Screening, including the external evaluation of the assessment validity.

- Analysis of VDDHH's data regarding performance of educational interpreters on the Virginia Quality Assurance Screening. [The performance of the 200 persons identifying themselves as educational interpreters was analyzed.]

- Review of the VDOE process of applying for and granting of Waivers of Educational Interpreter Qualifications.

- Review of VDOE data about the persons for whom waivers have been requested.

- Review and analysis of local school division recruitment, qualifications compensation, assignment, and supervision of education interpreters; perceptions about waivers and training; and training and technical assistance needs via survey of local school division administrators. [Eighty-eight of 135 local school divisions responded (65 percent). This represents 100 percent of the local school divisions known to have educational interpreters.]

- Review and analysis of interpreters qualifications, training, employment, compensation, assignments, via survey of interpreters in Virginia. [Responses were received from 206 interpreters, 127 of whom identified themselves as educational interpreters.]

- Analysis of amount of interpreting completed by Virginia teachers of the hearing impaired. [Data gathered from VDOE survey of teachers of the hearing impaired. One hundred twenty teachers responded.]

- Analysis of educational interpreter standards, as established by other state education agencies.
- Analysis of the knowledge, skills and abilities required to provide educational interpreting services, as identified by a national task force, education personal and interpreters.
- Review of VDOE data about mini-grants for interpreter training.
- Analysis of the nature of interpreter training programs and instruction, via survey of interpreter training program administrators and instructors.
- Analysis of trends in numbers of students with hearing impairment who receive their education in the regular education classroom using Virginia's federal child count data and Gallaudet University Center for Assessment and Demographic Studies data regarding students in Virginia.

Summary

The Virginia Department of Education established qualification standards for educational interpreters in 1987, in response to a need expressed by parents and advocates. In the intervening seven years, the Virginia Department for the Deaf and Hard of Hearing and the National Cued Speech Association established competency screening measures. The Department of Education provided funding for the training of educational interpreters. However, the stakeholders expressed dissatisfaction with the status of educational interpreter standards. This study represents the Department of Education team's review and analysis of the current standards and the impact of standards on the supply and demand of educational interpreters.

Overview of this Report

This report is organized into four chapters. Following this introductory chapter, Chapter II examines the qualification standards for educational interpreting. Chapter III explores the supply and demand of qualified interpreters. Chapter IV presents information gathered about the training of interpreters. Each chapter includes conclusions based on the study analysis. The final chapter summarizes the study findings and provides recommendations. Appendices provide additional information.

CHAPTER II: QUALIFICATION STANDARDS

Development of the Field of Educational Interpreting

Although interpreters have facilitated communication between hearing and deaf persons for many years, most interpreting has been done by volunteers. These persons were skilled in communicating in sign language and were often not trained as interpreters. As recently as the late 1970s, sign language interpreters were volunteers. Persons providing interpreting services were often the family members of deaf persons, or individuals from the church community. Deaf persons frequently called upon these individuals to provide interpreting in public settings, such as visits to the doctor, with law enforcement officials, or for business transactions.

Perhaps because of this beginning, the deaf community has thought of interpreters as members of the deaf community, a great compliment to the interpreter. However, this beginning also delayed the development of interpreting as a profession. For example, few persons (deaf or hearing) considered paying interpreters for signing services. Further, this practice conveyed the belief that anyone who can sign can interpret.

The discipline of interpreting began to be organized in the 1960s. The establishment of the organization, Registry of Interpreters for the Deaf (RID), did much to further interpreting as a profession. RID established a Code of Ethics and nationally accepted competency standards. A few states have adopted the RID certification as their qualification standard for interpreters (e.g., Maine, Massachusetts). Training programs have been created at a few two-year and four-year colleges and universities throughout the country. At least one state requires educational interpreters to complete specific course work within the discipline (e.g., Wisconsin). Most persons providing interpreting services have not had access to a formalized training program. As is common with new professions, there are varying qualification standards and opportunities for training in the various states.

The field of educational interpreting has emerged as a profession even more recently than has interpreting in general. When the education of students with deafness and hearing impairment took place in residential schools, the instruction was provided in sign language, with no need for an educational interpreter. Over the past 30 years, public schools have increased their capacity to provide an education to students with deafness and hearing impairment. As these students increasingly received their education in classrooms with students without hearing impairment, the need for a qualified person to interpret the teacher's spoken word into sign language emerged.

During the 1970s federal legislation further enabled the establishment of educational interpreting services. Section 504 of the Rehabilitation Act of 1973 and the 1975 passage of Public Law 94-142, the Education of All Handicapped Children Act (now the Individuals with Disabilities Education Act) established the importance of meeting the educational needs of students with deafness and hearing impairment. The 1986 Amendments to P.L. 94-142 required that all persons providing special education and related services (which includes interpreting services) to students eligible for special education must be qualified. Qualification was based on the highest standard for that profession in the state.

Students with deafness and hearing impairment may require presentation of information in one of three modes: sign language, Cued Speech or oral. Figure 1 presents these different communication systems. The Core Team's survey of local school division administrators gathered information on modes of presentation used in Virginia public schools. Results show that 69 percent of the 88 responding local school divisions use American Sign Language, 59 percent use signed English and 31 percent use Cued Speech. More than one mode is used in some local school divisions, as the mode of communication should reflect the unique communication needs of each student.

Interpreters convey the communication between individuals by interpreting or transliterating the message. Interpreting refers to the process of transferring the information from one language to another, typically from English to American Sign Language. Transliterating refers to the process of transferring information between two different forms of the same language. Cued Speech is a form of transliterating, as is transferring the information from spoken English to signed English. This document will use the term interpreting generically, to refer to both interpreting and transliterating.

Establishment of Standards in Virginia

In 1987, parents of students with hearing impairment and advocates contacted with Virginia Department of Education with their concerns about the qualifications of persons who were providing educational interpreting services for their children. Parents and advocates were concerned that students placed in general education classroom could not master the educational material without educational interpreters who could accurately interpret the teachings and conversations within the classroom. Parents and advocates reported that hired interpreters often had no training in sign language interpreting. The lack of qualified

FIGURE 1: METHODS OF COMMUNICATION

SIGN LANGUAGE:

Sign language is a generic term that can refer to several communication systems and whose vocabulary and syntax may vary widely. On the one end of the spectrum is **manually coded English, signed English, or Seeing Essential English.** These sign systems define an English word or thought for each sign. In addition, the syntax of the English language is used.

At the other end of the spectrum is **American Sign Language** (ASL), often called the "natural language" of the deaf. ASL is a conceptually-based language depending more on the use of body movements and expression. It has its own syntax.

Pidgin Signed English is a system that draws from both ASL and manually coded English systems.

CUED SPEECH:

Cued Speech is a system of specified hand shapes (configurations) which represent the sounds of English. Cued Speech is generally an accompaniment to lipreading/speech reading. Cued Speech is not a language. It is meant to facilitate the understanding of speech .

ORAL:

The oral method uses lipreading/speech reading and residual hearing. Persons using this method benefit from an oral interpreter in certain settings. The interpreter sits close to and faces the deaf or hard of hearing listener, and repeats what the speaker is saying.

At that time, the Registry of Interpreters for the Deaf (RID) maintained the only standards applicable in Virginia for qualified sign language interpreters. The Virginia RID chapter (VRID) administered screenings for VRID voluntarily. VRID was discontinuing this function and VDDHH was considering assumption of the responsibility for administration of the Virginia Quality Assurance Screening.

Concurrently, VDOE was in the process of developing a task force in response to the federal mandates that all persons providing services to students in special education must meet the highest qualification standards within the state. The task force added the qualifications for educational interpreters to its charge.

VDOE adopted the standards established by VQAS, similarly to how it adopts standards for other related service professions (e.g., Physical Therapy, Audiology). Further, the task force determined it was not cost-effective for two agencies to develop and administer competency screenings for a small pool of individuals. The task force crafted the qualification standards for persons providing educational interpreting, based on their belief that the VQAS system would be fully operational, sufficient training would be available, and that time parameters were appropriate for persons to meet the requirements of the VQAS.

The task force identified the VQAS system, and the three screening levels (Levels I, II, and III) as appropriate qualification standards for educational interpreters. These levels represent a progression in the acquisition of interpreting skills from 50 percent accuracy to 95 percent accuracy in conveying the message.

The Virginia Department for the Deaf and Hard of Hearing (VDDHH) began administration of the Virginia Quality Assurance Screening (VQAS), with supporting regulations, in 1989. Parents of students who used Cued Speech advocated for establishment of standards in Cued Speech. The National Cued Speech Association (NCSA) developed a state screening for Cued Speech transliteraters in cooperation with VDDHH. VDDHH began administration of the NCSA version of VQAS in 1992.

VDOE placed the qualification standards in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, with a phase-in of the standards over a five year period (Appendix B). VDOE included its plan for ensuring that qualified educational interpreters provided interpreting services to students with hearing impairment in the Special Education Plan submitted to the U.S. Office of Education in 1988, and received approval.

Establishment of standards in the absence of training programs and a fully operational assessment system resulted in the need for establishment of a process for granting waivers of the qualification standards. VDOE instituted a process in 1990 (Appendix C). School divisions are required to submit a request for waiver of the standards whenever the division hires an individual who does not meet the standard. Each request is reviewed and approval is based upon the local school division's efforts to find qualified personnel and the skill level of the person providing educational interpreting services. Persons are expected to continue to progress in their training and their completion of VQAS screenings in order to receive waivers.

Special education regulations require that local school divisions comply with the qualified personnel standards. School divisions who do not hire qualified personnel (or receive a waiver from VDOE) are in non-compliance with the regulations and bear the consequence of such non-compliance. VDOE assures compliance via Federal Program Monitoring Review. These on-site reviews, conducted very five years, monitor the application of special education requirements at the local level. In addition, the VDOE operates Complaint and Due Process systems. These systems resolve disagreements between local school divisions and parents over the application of special education requirements. As of March 1993, there have been seven complaints filed with VDOE about qualifications of educational interpreters. VDOE determined that a corrective action plan should be developed by the local school division for only one complaint.

Virginia Quality Assurance Screening

The Virginia Quality Assurance Screening is a diagnostic and proficiency screening process designed to assess the knowledge, skills and abilities of interpreters and transliteraters who use sign language or Cued Speech. The Virginia Department for the Deaf and Hard of Hearing administers VQAS according to the Regulations Governing Interpreter Services for the Hearing Impaired. These regulations provide the framework for VQAS by detailing minimum standards for program participation. The regulations reflect public comment, including comment from consumers who are deaf.

VDDHH administers the VQAS in two phases: the Written Assessment and the Performance Assessment. The agency developed materials for the sign language assessment and scores the assessment. The National Cued Speech Association Training Evaluation and Certification Unit (NCSA TEC-Unit) developed both the written and performance phases of the Cued Speech assessment. VDDHH staff score the written assessments and the NCSA TEC-Unit scores the performance assessments.

Written Assessment - Code of Ethics: This assessment presents a set of fifty (50) questions in multiple-choice format to determine the candidate's knowledge of and ability to apply the tenets of the Registry of Interpreters for the Deaf Code of Ethics to working situations. Practical, real-life situations, requiring the strictest interpretation of the Code of Ethics, are incorporated in the Sign Language Written Assessment. The Cued Speech Written Assessment uses the same format to determine the candidate's knowledge of and ability to apply the tenets of the Cued Speech Transliterating Code of Conduct.

Public comment guided the establishment of the standard of 90 percent accuracy, as deaf persons view the ethical behavior of the interpreter as more important than the competency level. Regardless of skill level, the interpreter is expected at all times to abide by guidelines established by the Code of Ethics and the Code of Conduct. By demonstrating 90 percent competency on this part of the assessment, an interpreter shows a thorough working knowledge of professional ethics and assumes full responsibility for interpreting situations.

Performance Assessment: During the **Sign Language Performance Assessment**, the candidate is given six five-minute videotaped scenarios: three for transliterating to or from an English sign system, and three for interpreting to or from American Sign Language. The scenarios for transliterating and interpreting are generally as follows:

- Expressive (Spoken English to Sign Language)
  Example: A presentation in voice to a Lion's Club with members who are deaf.
- Receptive (Sign Language to Spoken English)
  Example: A presentation by a signer to a local Boy Scout troop.
- Interactive (Interpreting for a deaf and hearing person engaged in a conversation)
  Example: A job interview involving a supervisor who signs and an applicant who does not sign.

The **Cued Speech Assessment** requires the candidate to transliterate various scenarios in expressive and receptive capacities.

A videotape is made of the candidate's performance which is reviewed at a later date. A panel, which includes at least one rater who is deaf and one rater who is hearing, rates the factors associated with accuracy in conveying the message.

The candidate is rated on the ability to apply general knowledge about the Code of Ethics and to convey the content and meaning of the total message. In addition, raters also look for specific competencies in the candidate's ability to sign, voice, and function as a professional interpreter. The competencies assessed for diagnostic analysis for sign language are displayed in Figure 2. Cued Speech transliteraters are rated on similar components.

VQAS Scoring

According to the Regulations Governing Interpreter Services for Persons who are Deaf or Hard of Hearing, a Level I, II, III or IV is awarded to any candidate who demonstrates the minimum competencies required to perform either interpreting or transliterating services.

Written Assessment: The minimum competency is 90 percent correct.

The candidate must demonstrate 90% competency on the Written Assessment to become eligible for participation in the Performance Assessment. Written Assessment results are available on the day of the assessment.

FIGURE 2: COMPETENCIES ASSESSED ON VQAS SIGN LANGUAGE PERFORMANCE ASSESSMENTS

♦ Expressive Skills (Spoken English to Sign Language)
- Clarity of signs
- Accuracy of message
- Accuracy and appropriateness of finger spelling
- Vocabulary
- Consistency of sign system when transliterating
- Appropriateness of mouth movements when transliterating
- Spatial orientation when interpreting
- Use of ASL structure and syntax when interpreting

♦ Receptive Skills (Sign Language to Spoken English)
- Clarity of speech
- Appropriateness of intonation and inflection
- English vocabulary
- Appropriate use of time lag
- Accuracy of the message
- Ability to incorporate fingerspelled words
- Smoothness of presentation
- Ability to convey the speaker's affect

♦ Interactive Skills (Simulated Interpreting/Transliterating Situations):
- Expressive capabilities
- Receptive capabilities
- Ability to recover smoothly from errors
- Ability to maintain a comfortable flow
- Accuracy of message

Source: Virginia Department for the Deaf and Hard of Hearing.

Performance Assessment: Levels I-IV Transliterating or Interpreting

A screening level may be awarded for either transliterating or interpreting. A candidate could be awarded one level for interpreting and another level for transliterating. The Cued Speech Assessment only evaluates transliterating. The levels are based on percentage of accuracy with which the interpreter conveys the meaning of the message:

Level I	50 percent accuracy
Level II	65 percent accuracy
Level III	80 percent accuracy
Level IV	95 percent accuracy.

To demonstrate proficiency in the ability to convey the over-all content and meaning of the message, a screening level is awarded based on the minimum standard achieved in the lowest of the competencies assessed (receptive, expressive, or interactive). For example, a candidate who receives 66 percent on Expressive Transliterating, 67 percent on Interactive Transliterating, and 51 percent on Receptive Transliterating would receive a Level I Transliterating (lowest score is between Level I and Level II). The results of any part of the assessment remains valid for three years.

According to regulations, candidates are notified of the status of their results within 90 days. Candidates who obtain any Performance Screening Level receive a laminated card, indicating the level awarded and the expiration date of that level.

Recent Changes in VQAS

In September 1992, VDDHH contracted with Jack L. Warner, Ph.D., to conduct an evaluation of the validity and reliability of the VQAS process. Dr. Warner's final report on this evaluation indicated that VQAS is a valid and reliable tool. The report offered several recommendations for increased effectiveness of the assessment, which VDDHH has implemented. Figure 3 displays these changes.

Perceptions about VQAS

The Core Team's surveys of interpreters and local school divisions gathered perceptions about the VQAS and VDDHH's administration of the screenings. A number of negative perceptions were reported; however these may be reflective of the VQAS prior to the Warner evaluation. The comments and perceptions validate the importance of the completion of the recent changes in the VQAS. Comments also reflect that interpreters do not always agree on the competencies required to provide educational interpreting services. Figure 4 displays some of the comments.

Knowledge, Skills and Abilities of Educational Interpreters

The fundamental role of the interpreter, regardless of specialty or employment, is to facilitate communication between deaf persons and others. Educational interpreters facilitate communication between deaf students and others, including teachers, other service providers and peers within an educational environment.

The primary responsibilities of the educational interpreter include:

- Accurately conveying messages in an appropriate communication mode, without simplifying the material; and
- Familiarizing oneself with content and vocabulary in student's class.

FIGURE 3: RECENT CHANGES IN THE ADMINISTRATION AND SCORING OF THE VQAS

Written assessment improvements:

- Two versions available.
- Questions field tested before inclusion.
- All questions are based on knowledge of the Registry of Interpreters for the Deaf Code of Ethics, in its strictest interpretation.
- Tenets of the Code of Ethics are weighted based on public protection. The weightings are used to determine the number of questions on each tenet which appear on the Written Assessment.
- All questions on "professional knowledge" (i.e. various sign systems, theories, etc.) were removed.
- Reduced distractors per question from five to four.
- Assessments scored and feedback provided immediately.
- Results monitored for error patterns and revised if there is a clear error pattern on 50% of the results.
- Monthly assessments offered in Richmond. Arrangements may be made for locally administered Written Assessments.

Performance assessments improvements

- Four versions of the Performance Assessment are now available.
- Rating format was revised and raters receive regular training.
- Rating sessions are held in a central location rather than sending tapes out for rating on a regular basis.
- Rater reliability is monitored and re-training is provided to raters whose scoring is inconsistent.
- A three-month waiting period between assessments has been instituted to encourage professional development. Candidates may now take 4 assessments in a one-year period.
- Results are usually returned within 45 working days.
- Criteria for rating were weighted with regard to public protection.
- VDDHH will continue to include a variety of settings and persons in future versions of the performance assessment, including use of teenagers and instructional segments.

FIGURE 4: COMMENTS FROM INTERPRETERS ABOUT VQAS

Written Assessment of Code of Ethics	Performance Assessment
"I consider myself to be an ethical person and feel degraded by the 90% requirement. This should be 75% like other tests." "An educational interpreter should be able to discuss a student/client with other educational personnel. This is a technical breech of the code of ethics." [Students] "need to know the Code of Ethics, but also need to know how to conduct themselves in a school situation and that the interpreter is also an adult to be respected." "The Code of Ethics is not a completely a 'cut and dry' process. Ethical people will sometimes make opposing decisions in given situations." "I think every interpreter should have knowledge of and adhere to the Code of Ethics." "I object to the VQAS written assessment on the basis of having to sign the paper of confidentiality." "A test on the Code of Ethics itself is all that is needed with a variety of interpretive settings being used for examples and case studies." "Interpreting is interpreting whether in a classroom setting, courtroom or medical office. The same Code of Ethics applies and the same standard of behavior and manner applies. Will it get to the point that to interpret in a medical setting you have to pass one skills test and to interpret in a court you have to pass a separate test?"	"In the educational field, we do very little sign to voice interpreting." "While there are inherent flaws with videotape-based assessment, the VQAS is a fair and honest tool ..." "as an educational interpreter we're often called upon for many 'out of school' activities that relate to the child or parent (IEP meetings, dramas ... graduation ceremonies, social worker conferences ...) "I work at an elementary school, and the vocabulary is at a much lower level and is very english (sic)." "We should be able to counsel, advise or interject personal opinion ..." "In life there is more subjects to be know (sic) and more vocabulary to learn" (than in school). "Schools are part of the community ... school interpreters should be, at least, screened by the same standards." "Educational interpreters should become fluent in ASL as well as signed English. Because deaf children may use English to communicate in school but they use ASL to converse among each other." "Children in the mainstream, particularly in the early years, should be getting the top level of interpreters." "How can the developing child in early childhood programs fully benefit from the language (reading development activities) if the interpreter is not developed enough to explain concepts and vocabulary?"

Source: VDOE Survey of Interpreters, 1993.

Figure 5 presents more detailed information about the Roles and Responsibilities of Educational Interpreters.

FIGURE 5
ROLES AND RESPONSIBILITIES OF EDUCATIONAL INTERPRETERS

- Interprets accurately in a manner appropriate for the student's communication level.
- Interprets all movies, slides, student presentations, and any other audio-visual presentation, unless captioned.
- Directs student's questions to the teacher, and teacher's to student.
- Discourages any inappropriate dependencies within the student-interpreter relationship (e.g. borrowing interpreter's materials.)
- Considers distance, lighting, background, and angle to give the student visibility; consults with teacher and student about these factors.
- Is aware of identified educational objectives for students.
- Meets with the teacher(s) and principal(s), as needed, to discuss student's progress, while mindful of the student's rights to confidentiality.
- Asks the classroom teacher(s) in advance for the lesson plans in order to learn new vocabulary/definitions and/or technical signs which might be presented for each class.
- Interprets written material as needed.
- Remains in the classroom setting for duration of class period, even when there no communication taking place (e.g., student is taking test, engaged in physical activity).
- Leaves discipline issues to the responsible teacher(s) or other education staff.

To interpret effectively, the interpreter needs to be a competent communicator in English as well as in sign language/Cued Speech. Given the nature of material provided within educational settings, the interpreter should have a broad basis of knowledge. Children with deafness or hearing impairment require a strong language model. As a result, the interpreter's command of English and of sign language must exceed that of the students.

Despite this broad knowledge base, the interpreter's role is only to facilitate communication between the teacher(s) and the student(s). The teacher(s) retain full responsibility and authority for the provision of instruction and the student's mastery of the material. In addition, the teacher is responsible for maintenance of the classroom environment, including discipline.

The mode of communication should be selected by school officials and the students' parents and reflected on the students' IEP. The interpreter is responsible for interpreting or transliterating between spoken English and that mode of communication. If the interpreter identifies that the student does not understand the mode of communication identified on the IEP, the interpreter must inform education officials.

The educational interpreter also has certain non-interpreting responsibilities. These include maintaining a professional demeanor at all times and conducting those professional duties expected of other education staff within the school. In some educational settings, there may be occasions when a student does not require interpreting services. At these times, the interpreter may assume other educational roles: tutor or teaching assistant. It is critical, however, that the interpreter's chief responsibility, that of interpreting, is honored. Other duties can only be conducted when no students require interpreting services.

Although the interpreter has a background of knowledge in the area of deafness and hearing impairment, the responsibility for educational programming for the student with deafness or hearing impairment rests with the teacher of the hearing impaired. The teacher is responsible for planning instruction, collaborating with the regular education teachers, monitoring students' progress. In addition, the teacher of the hearing impaired or the educational audiologist maintain responsibility for the functioning of hearing aids and auditory trainers. This responsibility extends to instructing regular education teachers and the students themselves in the process of checking the functioning of equipment.

The educational interpreter must maintain certain ethical standards about the information interpreted. Deaf consumers highly value the maintenance of confidentiality and ethical standards by those persons who provide interpreting services. Persons providing educational interpreting services in the school must consistently apply the ethical standards identified within the RID Code of Ethics. In addition, this individual must be a responsible employee of the public school system, and adhere to legal requirements of employees and school policies. In the event that the interpreter identifies a conflict between school policy and the Code of Ethics, the interpreter must discuss this conflict with the employer.

In addition to proficiency in sign language, educational interpreters must have knowledge, skills and abilities. The Report of the National Task Force on Educational Interpreting (1989) suggests that interpreters must be proficient in understanding an use of English and must have a liberal arts education. In addition, interpreters should have some foundation knowledge of hearing impairment, deaf culture, human development, foundations of education, special education and the education of students who are deaf and hearing impaired.

The Core Team reviewed interpreter qualification standards and recommendations from other states. Whereas few states have standards (Woodridge, and Sanderfur, 1992), those with standards often required competencies in addition to skill in interpreting and transliterating. Some states required coursework in such areas as deafness, deaf culture, special education, language development, child development.

The surveys of interpreters and local school division personnel addressed the necessary knowledge and skills of educational interpreters. Both groups indicate areas of additional knowledge, skills and abilities valuable for educational interpreters:

- ♦ Perceptions of interpreters
    - Knowledge of content area and specific vocabulary
    - Knowledge of child/adolescent behavior
    - Knowledge of deaf culture
    - Broad education background/knowledge
    - Ability to teach children and teachers about the use of interpreters
- ♦ Perceptions of local school division administrators
    - Language development
    - Determination of a child's receptive and expressive communication skills
    - Attention management
    - Orientation to deafness.

Comments reflected concerns that despite the attainment of VQAS competencies, all interpreters are not equally well suited to interpret for all children. Children's communication skills and language levels vary considerably. A child may use more than one language system, or may use a dialectical system unique to the home community. All students require exposure to all language levels in order to learn effective language usage. Students at the secondary level may need an interpreter with background in certain content areas (e.g., science, mathematics, social studies) to ensure accuracy in conveying the detailed information presented by the classroom teacher. Effective assignment of interpreters to students assures the best match between the educational interpreter and the student, according to the student's mode of communication, language level and communication skills.

Summary

Virginia is a leader in the establishment of qualification standards for persons providing educational interpreting services in the public schools. The Virginia Department of Education established standards in 1987. The Virginia Department for the Deaf and Hard of Hearing and the National Cued Speech Association established competency assessment measures in 1989 and 1992, respectively. VDDHH has recently completed an analysis of the Virginia Quality Assurance Screening to assure its validity. Further, VDDHH has made some improvements in the administration and scoring of the VQAS.

Conclusions

Through analysis of the study information, the Core Team generated several conclusions about the Qualification Standards for Educational Interpreters.

1. The Virginia Quality Assurance Screening is a valid measure of knowledge of the Registry of Interpreters for the Deaf Code of Ethics and of competency in interpreting and transliterating. The Department for the Deaf and Hard of Hearing's 1992 evaluation of the VQAS, and subsequent modification to the screenings, demonstrate the validity of the screening measure.

2. The Virginia Quality Assurance Screening Written Assessment is an appropriate measure of competency in application of the Code of Ethics for persons providing educational interpreting services. VDOE does not need to develop a separate assessment for educational interpreters. All persons providing interpreting services must follow the basic tenets of ethics.

   The consumer of interpreting services, the deaf individual, highly values the interpreter's ability to act in an ethical manner. It is appropriate for interpreters in educational settings to adhere to the ethical standards valued by the deaf consumer. Further, the Written Assessment serves as a measure of fundamental knowledge, very similar to basic assessments in other professions.

   Persons interpreting in educational settings need a basic understanding of the Code of Ethics to deal effectively with the unique requirements of school settings. Persons employed by the public schools must adhere to the reporting requirements incumbent upon school employees. However, it is only through thorough knowledge of the Code of Ethics that the interpreter can decide how to apply both ethical principles and school requirements.

3. The Virginia Quality Assurance Screening Performance Assessments are appropriate measures of competency in transliterating and interpreting for persons providing educational interpreting services.

   All persons providing interpreting services must accurately convey the message between persons who are deaf and hearing. It is critical that all students receive high quality interpreting services to ensure that the vocabulary and language structure that will facilitate the students' development of language and of concepts. To require a lower standard of interpreting/transliterating competency on the part of interpreters in educational settings would indicate that the language expectations of the school setting are less than those of the community.

   Development of a separate assessment by VDOE would not be cost-effective, due to duplication of efforts across state agencies. Further, a dual system of quantifying interpreting competencies may result in a continual separation within the field of interpreting between free-lance interpreters and educational interpreters. A separate assessment system may result in confusion for the consumer and a lower, second-class second-class status for persons who interpret in educational settings.

4. Educational interpreting is a specialization within the field of interpreting. As a result, educational interpreting requires some skills in addition to competency in interpreting/transliterating. These skills include knowledge of certain content areas (child development and behavior, language development, special education process) and a broad base of knowledge (as is often obtained through a liberal arts background). These skills will enhance the interpreter's role as a facilitator of communication, as a provider of special education services, as a role model for children, and as an interpreter of discipline-specific information.

5. There are varying perceptions about the field of interpreting, the specialization of educational interpreting and the appropriateness of VQAS among interpreters, educational interpreters and local school division personnel.

6. The VDDHH's recent changes in the administration of the VQAS will ease the process of completing the screenings and receiving results for persons providing educational interpreting services.

CHAPTER III: SUPPLY AND DEMAND OF QUALIFIED INTERPRETERS

Background

All stakeholders involved in the Study agreed that the pool of qualified interpreters was inadequate to meet the demands of the educational settings. VDOE and VDDHH sent the survey to all persons known to be interpreters in Virginia by either the VDOE or the VDDHH. This included all persons for whom local school divisions requested waivers of qualification standards, all persons on the VDDHH Directory of Qualified Interpreters for the Deaf and Hard of Hearing, and all persons who requested information regarding the VQAS. There was the potential for duplication of mailing lists, so the number of persons surveyed is unknown. VDOE received 206 responses; 127 from individuals who identified themselves as educational interpreters (62 percent). [A copy of the survey is in Appendix D.]

Additional information about Virginia's educational interpreters was gathered through surveying 135 local school divisions. VDOE sent a survey, targeted at the administrator responsible for programs for students with hearing impairment, to all school divisions in Virginia. Eighty-eight school divisions (65 percent) responded. These school division represent all the divisions known to use educational interpreters by either VDOE or VDDHH staff. [A copy of the survey is in Appendix E.]

Profile of Virginia Interpreters

Local school division surveys revealed that 33 school divisions reported employment of 163 persons to provide educational interpreting services. Most of these are full-time employees (76 percent), with 39 persons employed part-time. Nine local school divisions contracted for interpreting services as needed. Thirteen school divisions account for 80 percent of all interpreters. Although most interpreters are currently working under a waiver from VDOE (58 percent), a number of interpreters meet the current qualification standards. It is unknown if there are educational interpreters who do not meet qualification standards for whom their local school division has not requested a waiver.

The field of interpreting in Virginia is predominantly one of young, white females who live in the urban crescent -- the urban areas stretching from Northern Virginia to Tidewater. Ninety-two percent of the interpreter survey respondents were female, 93% were white. Although respondents' ranged in age from under 20 to over 65, 63 percent were between the ages of 20 and 39, with another 29 percent between the ages of 40 and 49.

Geographic Distribution

The geographic distribution of interpreters (educational and free-lance) reflects the high population areas of the state (Figure 6). This distribution shows the modest supply of interpreters in the state's rural areas.

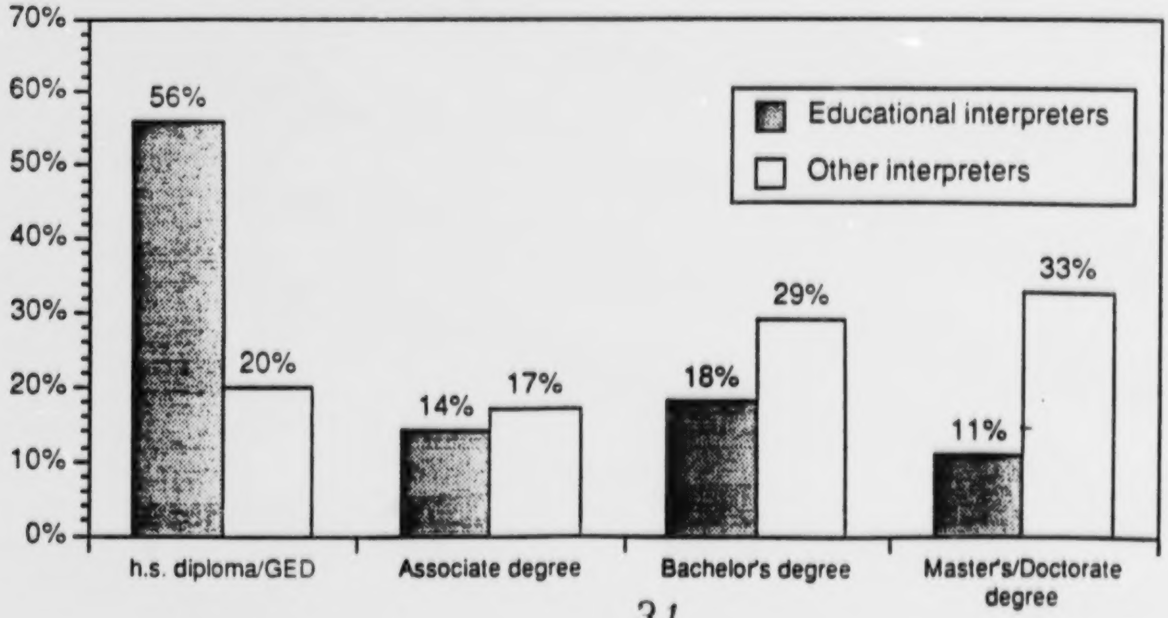
FIGURE 6: GEOGRAPHIC DISTRIBUTION OF INTERPRETERS (n = 201)	
Central Virginia/Piedmont	**29%**
Tidewater	**27%**
Northern Virginia	**17%**
Valley	**10%**
Southwest	**9%**
Southside	**7%**

Source: VDOE survey of interpreters, 1993.

Educational Status

The survey of interpreters queried individuals about their educational status. Results indicate that interpreters hold a variety of degrees, from high school diploma to doctorate degree (Figure 7). This holds for interpreters as whole, and educational interpreters as a sub-group. Educational interpreters, as a group, are more likely to hold a high school diploma or G.E.D. than the pool of interpreters at large (56 percent vs. 20 percent). Interpreters as a whole are more likely to hold a bachelor's or post-bachelor's degree than are educational interpreters (62 percent vs. 29 percent).

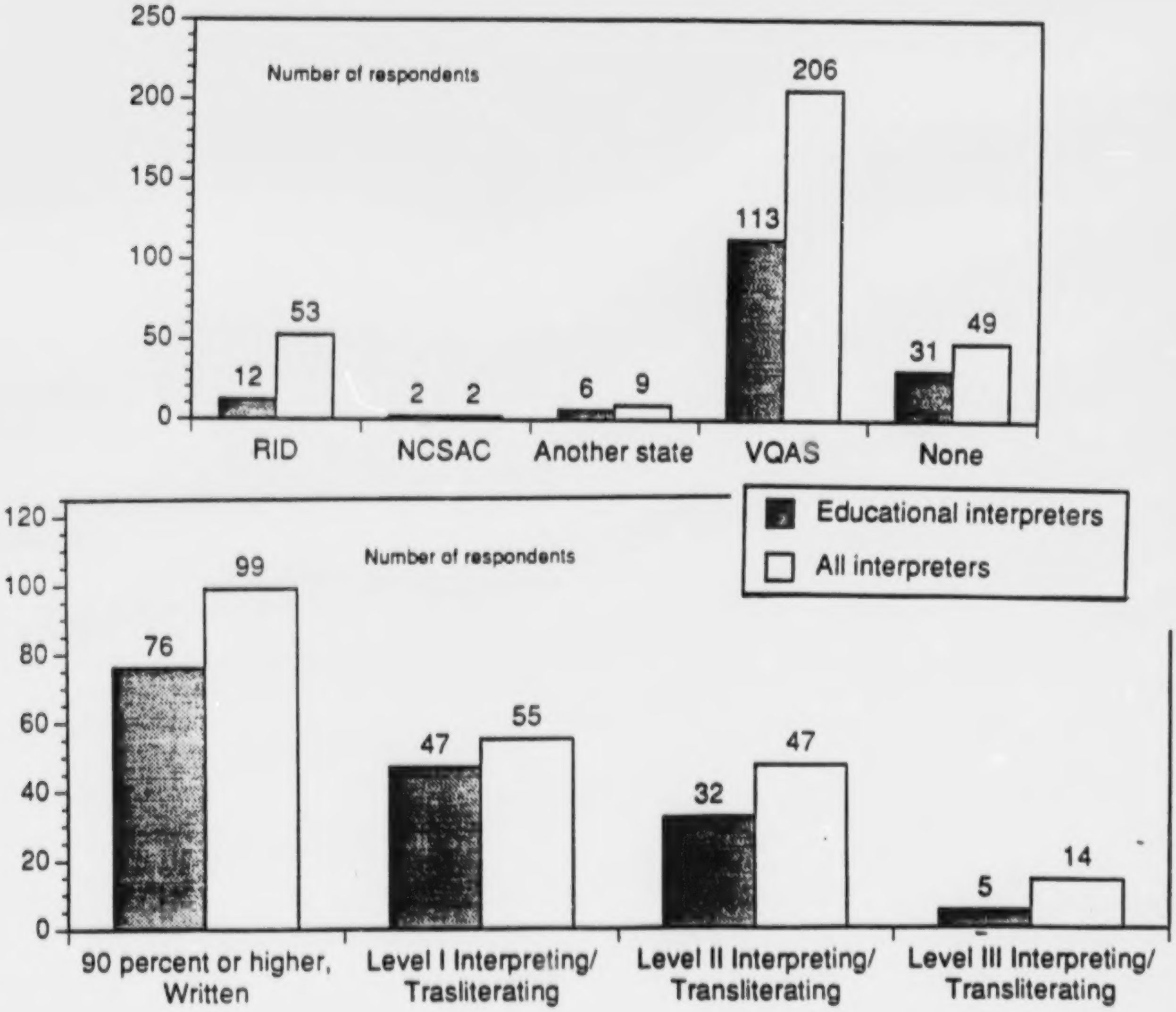
FIGURE 7:
EDUCATIONAL STATUS OF INTERPRETERS



Qualifications

The survey of interpreters revealed a similar disparity between educational interpreters and all interpreters in the area of interpreter qualifications. Figure 8 displays the differences in attainment of standards (National and VQSs). Only 24 percent of persons serving as educational interpreters meet the current qualification standards. However, it is encouraging to note that educational interpreters are progressing in their mastery of the various VQAS levels (52 percent). Of concern is the 24 percent of all interpreters (both educational and free-lance) hold no certification standard.

FIGURE 8:
QUALIFICATIONS OF INTERPRETERS



A review of the performance on the VQAS, through March, 1993, further shows the progress educational interpreters are making toward attainment of qualification standards. Two hundred persons had identified themselves to VDDHH as educational interpreters. Of these, 68 percent had successfully passed the Written Assessment. Eighty-eight of these 132 persons were then eligible to take the Performance Assessment. Eighty-two percent of the persons who took the performance assessment achieved a level (37 percent achieved Level I, 27 percent achieved Level II, 20 percent achieved Level III).

Whereas this performance does not create a pool of educational interpreters sufficient to meet the demands of the public schools, it does indicate that educational interpreters are progressing in their attainment of skills. In fact, a higher percentage of educational interpreters have progressed to Level I or higher on the performance assessment (82 percent) than has the general pool of interpreters (63 percent).

Recruitment and Retention of Qualified Interpreters

Local school division surveys revealed that 97 percent of responding school division administrators have a "difficult" time recruiting qualified educational interpreters. The primary reason cited was the available pool of interpreters who meet qualifications (cited by 88 percent of administrators). The second most noted reason for this difficulty was salary (47 percent).

Local school division administrators reported that interpreters leave their positions with local school divisions for a variety of reasons. The reasons most frequently reported by administrators were "personal reasons" (47 percent), "compensation" (30 percent) and "position no longer needed due to changes in the population of students requiring interpreting services" (26 percent).

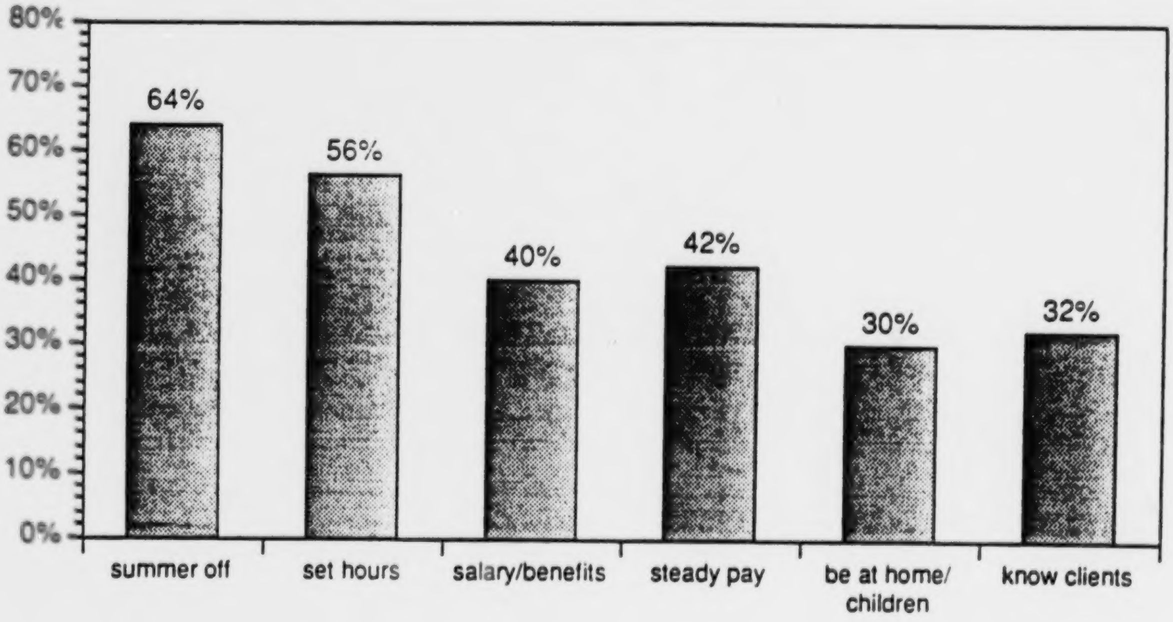
School divisions have an equally difficult time finding substitutes when the interpreter is absent. Administrators reported using a wide variety of personnel when the assigned interpreter is absent (free-lance interpreters, teachers, teacher assistants, person from community who signs, other students, and students' family members). Administrators used free-lance interpreters (49 percent) and teachers (46 percent) most frequently.

The interpreter survey queried interpreters about the length of their employment in their current position to determine if there was a problem with retention of qualified interpreters. There was no pattern to the length of employment (31 percent less than one year; 33 percent for one-to-three years; 36 percent for four or more years.

Benefits of Educational Interpreting

The survey asked interpreters about the benefits of educational interpreting compared with free-lance interpreting (Figure 9). Persons who choose the field of educational interpreting perceive the work schedule (summer off and set hours each day) as the primary benefits.

FIGURE 9:
PERCEIVED BENEFITS OF EDUCATIONAL INTERPRETING



School Assignments other than Interpreting

Educational interpreters are frequently required to participate in activities other than interpreting. Results from both the school division survey and the interpreter survey show that interpreters most frequently serve as tutors and teacher aides/assistants (Figure 10). Survey comments indicated that interpreters are assigned to cafeteria or bus duty when other school faculty are similarly assigned.

FIGURE 10:
SCHOOL ASSIGNMENTS OTHER THAN INTERPRETING

Assignment	Frequency of Assignment	
	As Reported by Local School Division Administrators	As Reported by Educational Interpreters
Tutor	43%	61%
Teacher aide/assistant	40%	32%
Notetakers	19%	14%
Cafeteria/bus duty	23%	23%
Club sponsor	17%	11%

Source: VDOE Surveys of Interpreters and Local School Divisions, 1993.

Supervision and Evaluation of Educational Interpreters

As employees of the public school division, interpreters are supervised by school division employees. This supervision generally reflects their role as an employee of the school division. The survey of local school divisions revealed that the evaluation of the interpreter's interpreting skills is frequently a separate task from supervision (Figure 11).

FIGURE 11:
SUPERVISION AND EVALUATION OF EDUCATIONAL INTERPRETERS

Day-to-Day Supervision	Personnel	Evaluation of interpreting skills
71%	Principal	26%
9%	Special Education Administrator	26%
63%	Teachers of students with hearing impairment	63%
0%	Lead Interpreter	3%
0%	Other	9%

Source: VDOE Survey of Local School Divisions, 1993.

Compensation of Educational Interpreters

There is a perception (especially among free-lance interpreters) that compensation paid to educational interpreters is much lower than that available to free-lance interpreters. Comments on both the local school division survey and the interpreter survey reflected this widespread belief ("no one outside of educational interpreters is willing to work for $19,000 to $20,000 a year"; "the 'going rate' caused open resentment and rebellion among our staff, whose annual salary is about half an interpreter.")

Both surveys gathered compensation information. Results show that compensation varies widely for interpreters in general and educational interpreters specifically. Results from the interpreter surveys (Figures 12 and 13) show a range is greater than $20,000 in annual salary and greater than $10 in hourly salary. The data indicate that educational interpreters generally receive lower compensation than do interpreters in general.

FIGURE 12: COMPENSATION OF INTERPRETERS: SALARY

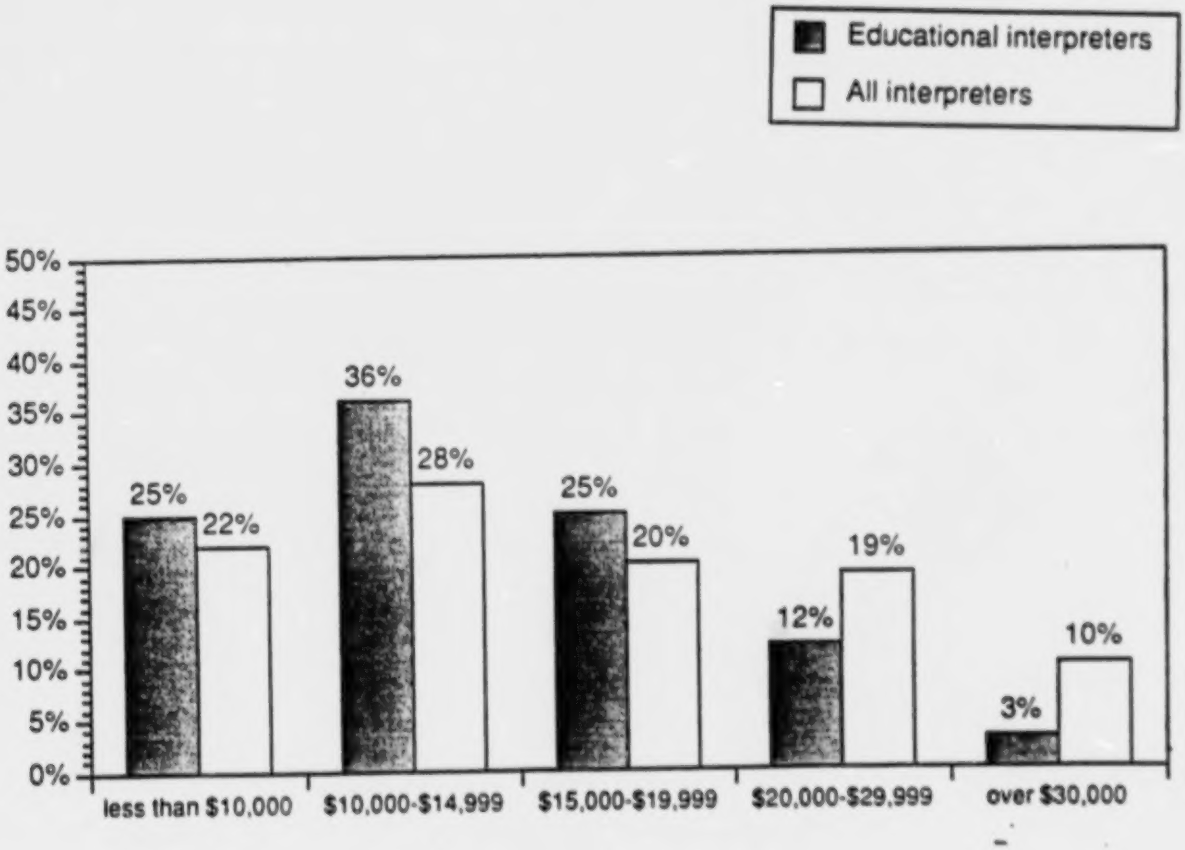
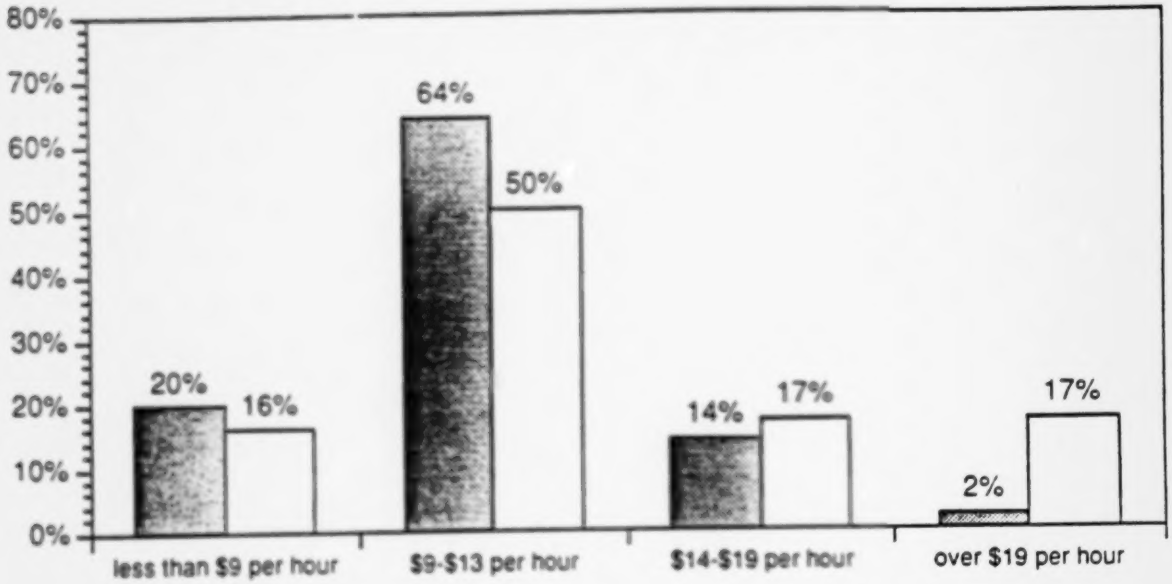


FIGURE 13: COMPENSATION OF INTERPRETERS: HOURLY



A review of the local school division survey offers further information about compensation. The hourly rate paid by 15 local school divisions averaged $12.17 per hour, with a range from $5.40 per hour to $20 per hour. Salaries paid by twelve school divisions averaged $15,130.67, with a range from $6,751 to $24,390.

Salaries do not reflect the divisions' relative wealth. Figure 14 displays the compensation of educational interpreter according to the local school division's composite index (a measure of the division's wealth, with a low composite index reflecting a relatively poorer division than a high composite index).

The difference in the compensation may be reflective of the salary scales used by local school divisions. Half of the school divisions used a compensation that was unique to educational interpreters; 29 percent used a scale that was the same as teacher aides and 12 percent paid the same as for teachers. At least one school division pays more for attainment of each VQAS level and for degree.

FIGURE 14:
COMPENSATION OF EDUCATIONAL INTERPRETERS

School Division by Composite Index		Hourly Rate and Range		Salary and Range	
0 - .349	Div A	$15.00			
	B	$15.00	$10.00 - 20.00	$8,600 starting	
	C	$15.00			$18,024 - 22,234
	D			$18,000	$13,028 - 21,087
	E	$ 9.06			
	F	$ 8.69	$ 8.26 - 9.12	$23,556.	
	G			$20,144.	
	H	$ 8.60			
	I	$ 8.26			
	J			$11,200	$8,500 - 13,002
	K	$ 5.40	$4.25 - 6.56		
.35 - .499	Div L	$18.30	$16.75 - 19.85		
	M	$15.00		$19,783	$15,275 - 24,390
	N	$15.00		$17,057	
	O			$15,161	$13,540 - 15,190
	P	$13.87			
	Q	$13.50	$12.00 - 15.00		
	R			$14,365	$10,200 - 12,000
	S			$10,751	$ 7,400 - 9,800
.50 - .649	Div T	$12.00			
	U			$17,057	
	V	$ 7.80			
.65 - .800	Div W	$17.00			

Source: Staff analysis of survey data, 1993.

Virginia Department of Education Waivers

The Core Team reviewed the number of waivers granted by VDOE to local school divisions for persons who did not meet the qualification standards for educational interpreting. There was an initial growth in the number of local school divisions requesting interpreters, most likely due to the creation of a new standard in 1987. Figure 15 displays data on the provision of waivers.

FIGURE 15:
VDOE WAIVERS OF QUALIFICATION STANDARDS FOR PERSONNEL PROVIDING EDUCATIONAL INTERPRETING SERVICES

	1990-91	1991-92	1992-93
Number of School Divisions Requesting Waivers	13	32	34
Number of Persons for Whom Waivers were Requested	82	106	87

Source: Staff analysis of VDOE data, 1993.

Current data gathering techniques do not allow for tracking of educational interpreters. Therefore it is unknown if these data reflect all persons providing educational interpreting services who did not meet the qualification standards. Further, it is unknown if specific unqualified persons move from one local school division to another, if their employment is terminated due to inability to meet qualification standards.

Both local school division administrators and interpreters believe waivers should be provided. The sentiment expressed was that waivers should be provided while interpreting personnel are completing the VQAS assessment and obtaining training.

Provision of Interpreting Services by Teachers of the Hearing Impaired

The Core Team reviewed results of a 1993 VDOE Survey of Teachers of Students with Hearing Impairment and Deafness to determine the amount of educational interpreting services provided by teachers of the hearing impaired. Of the 120 teachers who responded to the survey, most reported they provide little or no interpreting services (Figure 16).

Most teachers (63 percent) do not believe that they should have to meet the VQAS standards set for interpreters. Written comments revealed that many teachers believe they are teachers, not interpreters, and therefore should not meet the standards for interpreters. However, the qualification standards in the regulations address "educational personnel providing interpreting services for students ..." rather than the job title of "educational interpreter." As a result, any teacher of students who are deaf or hearing impaired, who provides interpreting services, must meet the qualification standards.

FIGURE 16:
PROVISION OF INTERPRETING SERVICES BY TEACHERS OF THE HEARING IMPAIRED

Frequency	Percentage of Teachers
Never	27.5%
1 - 2 times/week	26%
1 - 2 times/day	22%
Almost every period	8%
Every period	8%

Source: VDOE Survey of Teachers of Students who are Deaf or Hearing Impaired, 1993.

Projected Need for Interpreters

The Core Team identified the need to determine the potential demand for educational interpreters. The data about students in Virginia available from the Gallaudet University Center for Assessment and Demographic Studies and from the Virginia Department of Education's federal child count information (Figure 17) was analyzed.

These data suggest there has been no substantial change in the number of students who are deaf or hearing impaired who are receiving their education in regular education classrooms. It further suggests there has been no state-wide growth in the number of students who require educational interpreters. If this trend continues, it is probable that the demand for education interpreters will not increase in the future.

FIGURE 17:
STUDENTS RECEIVING INSTRUCTION IN REGULAR EDUCATION SETTINGS

Gallaudet University Center for Assessment and Demographic Studies[1]	1987-88	1991-92
Total Number of Students Reported	798	1198
Integrated with Hearing Students	62.4%	65.8%
Provided with Interpreter	17.8%	32%
VDOE Federal Child Count Data	1986	1991
Regular Class	(362) 27%	348 (28%)
Resource Room	(193) 15%	263 (21%)
Separate Class	(479) 36%	387 (31%)
Separate Facility[2]	(291) 22%	233 (19%)
Total Students	1325	1231

Source: Gallaudet University Center for Assessment and Demographic Studies (personal communication), 1993; VDOE Annual December 1 Federal Special Education Child Count Data and the Virginia Schools for the Deaf and Blind Comprehensive Report

Summary

The creation of qualification standards for educational interpreters has impacted the development of a pool of qualified interpreting professionals in Virginia. Although the supply of qualified persons is insufficient to meet the demand, there is evidence that persons are beginning to meet the qualification standards.

Many factors intermingle to create the inadequate supply. Compensation of educational interpreters varies widely across local school divisions in the state. Few offer compensation commensurate with the expected qualifications and experience, some educational interpreters are significantly underpaid. As is typical of all special education personnel, the inadequate supply of qualified personnel is more problematic outside the urban areas of the state.

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[1] Local school divisions responded to information on a voluntary basis; some school divisions began to participate after 1987-88.

[2] Separate facility includes public separate school, private separate school, public separate school, public residential school, private residential school, home bound/hospital and correctional

Educational interpreters are frequently required to perform other duties in addition to interpreting. While it is appropriate to participate in the educational activities of the school, it is important that these activities not interfere with the interpreter's primary responsibility — that of facilitating the exchange of communication between the students and the communication partner.

Student demographic information implies that state-wide there is no growth in the number of students with hearing impairment and deafness requiring interpreting services in the public schools. If this trend continues, the demand for interpreters should be fairly constant in the future. This suggests that once a pool of qualified interpreters is established, the demand for new interpreters will be primarily to fill positions vacated due to staff turnover.

Conclusions

Through analysis of the study information, the Core Team generated several conclusions about the Supply and Demand of Persons providing Educational Interpreting Services.

1. There is an inadequate supply of qualified interpreters — persons who hold the VQAS Level III.

   The inadequate supply is typical of a new profession — one with recent establishment of qualification standards and training programs. Further, such supply problems are generally present in professions serving children with low incidence disabilities.

2. There does not appear to be growth in the number of students requiring educational interpreting services over the past five years. Assuming no change in the number of students with hearing impairment and deafness in the state, it is anticipated that there will be little state-wide growth in the demand for interpreters.

3. Educational interpreters in Virginia are progressing toward attainment of standards. Although some educational interpreters meet the VQAS Level II standard, many educational interpreters are progressing through the VQAS screenings, developing the skills necessary to become fully qualified.

4. Waivers of qualification standards are necessary when the supply of qualified personnel is inadequate to meet the demand. The VDOE waiver process may benefit from certain improvements (e.g., maintaining a listing of all educational interpreters, requiring a professional development plan with all waiver requests.)

5. Compensation for persons who provide interpreting services varies. Although some educational interpreters receive

compensation comparable to free-lance interpreters, they generally receive lower compensation. In some local school division, compensation does not reflect the competencies required for the profession. In those divisions where interpreters are compensated at the rate of paraprofessionals there is likely to be a negative impact on the perceived professionalism of the educational interpreter.

6. Educational interpreters need both supervision of their performance as a school employee and evaluation of their technical skills in interpreting. These functions may best be performed by separate individuals, with necessary credentials and skills. School divisions may wish to hire consultants to evaluate interpreting accuracy, to supplement the school division's supervision of the interpreters' job performance.

7. There is a lack of a clear definition of roles and responsibilities of interpreters, classroom teachers, teachers of the hearing impaired and paraprofessionals in many local school divisions. Many interpreters receive assignments in addition to interpreting, which have the potential for interfering with interpreting services. Over-assignment of non-interpreting duties may adversely effect the professional image of interpreters.

CHAPTER IV: TRAINING

Background

The training of sign language interpreters is a lengthy process. Though it is possible to learn expressive sign communication in a short time, it takes many years to learn the different sign languages and their syntax. This applies to the development of qualified sign language interpreters in the same manner as for interpreters of foreign languages. Training of Cued Speech transliteraters is not as time-consuming, since it this does not involve interpreting between two different languages.

Prior to the establishment of qualification standards for educational interpreters in Virginia, training for potential interpreters was available through two community colleges: J. Sargeant Reynolds Community College and New River Community College. Outside of Virginia, training programs are available at Gallaudet University in Washington D.C. and at the University of Tennessee. (Appendix F presents the interpreter training programs in the Virginia vicinity). Potential interpreters who did not have access to one of these programs generally developed their skills through their own devices. The National Cued Speech Association began to develop Cued Speech Interpreter training programs in Silver Spring, Md.

Current Status

The Team surveyed interpreter training program administrators and instructors to gather more information about training opportunities. [A copy of the surveys are in Appendices G and H.] These programs are designed to enable students who complete the program to satisfactorily complete the VQAS assessments and obtain employment as an interpreter (either as a free-lance or educational interpreter).

Instructors and administrators of interpreter training programs believe it takes time to meet the qualification standards. There is no consensus about the time required to acquire the knowledge, skills and abilities to meet the VQAS competency standards. Whereas some instructors and administrators believe it required less than one year to progress between VQAS levels, others said it would take as long as four to five years to gain these competencies.

The inadequate supply of qualified interpreting personnel is reflected in the small pool of potential trainers identified by the applicants for VDOE training mini-grants. Training program administrators recruited instructors from a variety of sources -- most frequently relying on word-of-mouth or the Virginia Department for the Deaf and Hard of Hearing. Persons used as trainers generally met RID standards and are participants in professional interpreting organizations. Few persons have received any training as a trainer of interpreters. Mini-grant administrators indicate that the most desired characteristics, aside from interpreting credentials, were training as an interpreter trainer and reputation for preparing students to gain competencies required by the VQAS.

Instructors use a variety of instructional techniques. Direct face-to-face instruction and video-taped instruction were used most frequently. Most instructors utilized interactions with the deaf community, role playing and vocabulary drills. Fewer instructors used internships or practica or mock VQAS screenings. Instructors assessed students' developing competency in interpreting via teacher made assessments (live performance, videotaped and paper and pencil) and actual performance on VQAS.

Students in the interpreter training programs come from a variety of sources. Most programs in the Commonwealth are geared toward public school employees (teachers, paraprofessionals and others), reflecting the influence of the VDOE's mini-grants for interpreting training.

Following establishment of standards, VDOE began a process of offering competitive mini-grants to support training for sign language and Cued Speech interpreters. VDOE has awarded more than $380,000 of federal special education funds between 1991 and 1993, in grants ranging from $800 to $25,000. The average hourly cost of students in training under the mini-grant program is $ 12.25 per hour.

The Core Team's survey of interpreter training program administrators and instructors gathered information about the training opportunities currently available in Virginia. Of interest was the positive impact of VDOE's mini-grants for interpreter training.

Mini-grant funds are used in a variety of manners. Most grant recipients used funds to pay instructors and consultants or purchase videotapes. Others paid registration fees for workshops or tuition for community college or college courses. Few programs used funds to pay for administrative expenses.

The number of school divisions applying for mini-grants has increased with each year, reflecting the need to have personnel trained to meet qualification standards. As school divisions became more involved in interpreter training, more localities began to work with the local community college in the provision of coursework for potential educational interpreters. Survey results indicate the mini-grant recipients believe their training has enabled persons to meet VQAS or VRID qualification standards, or progress toward that goal.

The newness of the field of educational interpreting and the relative scarcity of training opportunities until recently is reflected in the survey of interpreters. Although 53 percent of educational interpreters (and 54 percent of all interpreters) had one or more years of training prior to their first assignment, an alarming 20 percent (20 persons) of educational interpreters had no training prior to their first assignment. Interpreters have been involved in training since their first assignment, as currently 57 percent of educational interpreters and 51 percent of all interpreters have more than 3 years of training. There continues to be a small pool of persons who have not received any training in interpreters (5 educational interpreters and 5 free-lance interpreters). These persons may not require training due to their prior experiences. However, the figures do suggest that some persons with deafness and hearing impairment are receiving interpreting services from unqualified personnel.

Interpreters are generally committed to improving their skills. Eighty-five percent use their own funds to obtain training. Most participate in a variety of activities to enhance their skills (social interaction with the Deaf community, silent meals). Interpreters desire additional training in many areas:

- sign-to-voice interpreting/transliterating
- vocabulary development
- interactive interpreting/transliterating
- voice-to-sign interpreting/transliterating
- interpreting, transliterating
- Code of Ethics

Local school division administrators do not believe adequate training opportunities exist for interpreters. One administrator commented:

> *"If VDOE imposes a requirement then presumably it has a plan for meeting the training need that derives from the requirement. Provide more training options, and financial incentives for those who might be interested."*

The survey gathered information about the training and technical assistance needs of school persons who are involved in the hiring, supervision and evaluation of educational interpreters. Local school division personnel reported the following needs:

- training opportunities for educational interpreters,
- programming options for students who have hearing impairments,
- recruitment,
- sample job descriptions for educational interpreters,
- training targeted for administrators,
- information about VQAS,
- knowledge, skills and abilities of educational interpreters,

- information about RID certification,
- information about NCSA certification, and,
- information on sign language systems.

Interpreter training program administrators also identified training and technical assistance needs:

- opportunity for students to take VQAS assessments as part of the training,
- model curriculum for interpreter training programs,
- identification of funding sources,
- resources and instructional materials,
- staff development for interpreter trainers,
- networking with other programs, and,
- recruitment of faculty.

The demand for training and technical assistance is again reflective of the emerging profession of educational interpreting, and the scarcity of resources to meet the needs.

Summary

Persons desiring training to become qualified educational interpreters do not have adequate opportunities to pursue training available to them in Virginia. Whereas sign language classes are frequently available, only two community colleges have an interpreter training program. Local school divisions maintain primary responsibility for accessing training opportunities for their interpreters and potential interpreters.

Conclusions

Through analysis of the study information, the Core Team generated several conclusions about the training opportunities available for educational interpreters.

1. Training has enabled persons to begin to meet the qualification standards. The VDOE mini-grants have been an important source of revenue for training.

2. Training opportunities are not available on a state-wide basis. Many areas of the state have minimal or no opportunities for competency development. In addition, the training opportunities vary widely in quality, with some areas receiving no more training than the provision of introductory sign language classes. As a result, it is more difficult for potential educational interpreters to develop the skills necessary to meet qualification standards in some areas of the Commonwealth.

3. There is an inadequate supply of persons qualified to train persons to become interpreters in general, and educational interpreters in specific.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This report clarifies and defines the issues associated with the provision of qualified educational interpreters for students with hearing impairment. Each chapter concluded presentation of the chapter's component study data with analysis and conclusion relative to the chapter focus. The following presents a synthesis of these conclusions.

1. The role of the interpreter as the primary source of communication for the student with deafness or hearing impairment cannot be understated. Highly qualified persons must be available to serve as the language and communication models for children in school, or these students will be receiving a lower quality education than do their hearing counterparts.

2. The Virginia Quality Assurance Screening (VQAS) levels are appropriate for educational interpreters. The VQAS Written and Performance Assessments measure applicants fundamental knowledge of the Code of Ethics and of their ability to interpret and transliterate between two different language or language symbol systems. Competency in application of ethical standards, and accuracy in interpretation of the communication message are highly valued by the consumer of interpreting services, the deaf individual. Educational interpreting is a specialization of interpreting, not a different profession. As such, it should be governed by the same principles of competency as govern all interpreters.

3. The Virginia Quality Assurance Screening is a valid measure of knowledge of the Registry of Interpreters for the Deaf's Code of Ethics and of competency in interpreting and transliterating. VDDHH 's 1992 evaluation of the VQAS, and subsequent modification of the screenings, demonstrate the validity of the measure. VDDHH's recent changes in the administration of the VQAS will ease the process of completing the screenings and receiving results.

4. There is an inadequate supply of qualified personnel to meet the local school divisions demands. There is evidence that persons are progressing in their attainment of competencies as interpreters, but at a rate slower than that anticipated when the current standards were promulgated in 1987.

5. Waivers of qualification standards are necessary given the inadequate supply of qualified personnel. The waiver process must ensure the rights of students with hearing impairment to receive qualified interpreting services are protected.

6. Whereas the supply of qualified interpreters is related to such factors as geographic region and compensation provided by the school setting, the primary factor influencing supply is the inadequate availability of interpreting training programs statewide. With only two community colleges operating formal programs, local school division administrators have had to create training programs for their employees. Frequently, these training programs were developed by persons without knowledge of interpreting and courses taught by persons without training in the process of educating adults.

7. The role of the educational interpreter varies statewide. In some localities, the compensation and job assignments are typical of a paraprofessional. There needs to be a clear definition of the roles and responsibilities of interpreters, classrooms teachers, teachers of the hearing impaired and paraprofessionals. Supervision of job performance and evaluation of interpreting skills should be provided to educational interpreters.

Recommendations

The Education Standards Study Core Team makes the following recommendations in response to these conclusions.

1. The Virginia Department of Education shall continue to use VQAS Level III as the qualification standard for persons providing educational interpreting services.

   Technical changes in the qualification standards in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, are recommended. The existing Regulations include references to specific dates when a standard must be met (e.g., Level II by July 1, 1992). Two of the dates have passed, making application of the standard, in the absence of an adequate supply of qualified personnel problematic. The qualification standards should continue to provide time for persons providing educational interpreting services to gain the skills for each new level.

   The proposed language (Appendix I) establishes Level III as the standard. Local school divisions may hire persons at Level I, yet these persons must reach Level III by the third anniversary of their hiring date (or the third anniversary of the implementation of the revised regulations).

   The qualification standard should continue to apply to all persons who provide educational interpreting services. As a result, whenever a teacher of the hearing impaired provides interpreting services for a student, that person is subject to the qualification standards.

[The Regulations Governing Special Education Programs for Children with Disabilities in Virginia were undergoing revision concurrently with this study. The amendments have been incorporated and were approved by the Virginia Board of Education in August, 1993. The amended regulations will become effective January 1, 1994.]

2. The Virginia Department of Education shall continue to grant waivers of qualification standards. The Core Team recommends certain technical amendments to the VDOE requirements for granting waivers of qualification standards (Appendix J).

   Whenever the supply of qualified personnel fails to meet the demand, it is important that some provision be in place to allow for hiring persons who do not meet the standard, but are potentially qualified to meet the standard. These persons may not have had the opportunity to participate in a VQAS training prior to hiring, or may come to Virginia with credentials from another state. The VDOE waiver process is an important vehicle for allowing the hiring of persons who have not yet acquired the competencies required of VQAS Level III.

   During the conduct of this study, VDOE was in the process of promulgating the Special Education Program Standards, which includes the requirements for granting waivers while this study was under completion. The amended process allows for the following:

   - VDOE will maintain a list of all persons for whom waivers have been requested. This will allow for tracking employment of unqualified persons who move among local school divisions.
   - Each person for whom a waiver is granted has a "date certain" -- the date by which they **must** acquire the appropriate VQAS Level, or they may not continue to be hired in any school division in Virginia.
   - The local school division must develop a professional development plan for each person prior to submission of a request for a waiver. This plan must address training plans and dates for completion of the VQAS. In addition, these plans provide the opportunity to provide feedback to the individual and information on training needs for VDOE and VDDHH.

   [The amendments have been included in the Special Education Program Standards, approved by the Board of Education, and will become effective during the 1993-94 school year.]

3. The Department of Education and the Department for the Deaf and Hard of Hearing should increase their efforts to inform

local school division administrators and interpreters of the validity of the VQAS, and the components of the VQAS assessments. Further school personal should access, the materials (written and videotape) available from VDDHH's Library on topics relevant to educational interpreting (A Resource Listing is in Appendix K.)

[The two agencies are pursuing options to meet these recommendations. VDOE and VDDHH are planning a drive-in workshop for special education administrators in October, 1993. In addition, VDDHH is planning to prepare a special publication on this topic.]

4. The Virginia Department of Education requests the Virginia Department for the Deaf and Hard of Hearing to make certain changes in the administration of VQAS. These changes would increase the ability of local school divisions to identify interpreter qualification and the ability of educational interpreters to complete the assessments. Suggested changes are:

   - Invite local school division special education and human resources staff to become trained as raters for the receptive portion of the VQAS performance assessment.

   - Establish a mechanism for VDDHH to release VQAS candidates' status to local school divisions, with appropriate release of information provided by the interpreter. This would include the date of the VQAS screening, written or performance score and the equivalent VQAS Level (as appropriate).

   - Create a mechanism to allow local school division personnel/human resource office staff to administer the VQAS Written Assessment within the local school division.

   - Permit interpreters to take the Performance Assessment on the same date as the Written Assessment.

   [VDDHH informed the Study Team that this was not possible, as the sequence of completion of the assessments is established in the Regulations Governing Interpreter Services for Persons who are Deaf or Hard of Hearing, and are based upon the values of the deaf consumer of interpreting services.]

5. Local school divisions should be aware that they may wish to address qualifications of educational interpreters in addition to VQAS competency levels. Administrators should consider whether the educational interpreter should also possess certain knowledge, skills and abilities as liberal arts education, knowledge of child development, language development and special education.

Local school division administrators should also assure that the assignment of the educational interpreter is appropriate to the student's mode of communication, language level and communication skills. Administrators may need to utilize the services of an outside consultant (knowledgeable in interpreting, various sign language systems and in children's language development) to assist with assignment of interpreter and student. VDOE and VDDHH can provide assistance in identifying such consultants.

6. Local school divisions should establish job descriptions for educational interpreters. A sample job description is provided (Appendix L).

7. Local school divisions should compensate interpreters according to the knowledge, skills and abilities required on the job description. The Department of Education recommends that increases in compensation be provided as interpreters progress in their attainment of Virginia Quality Assurance Screening Levels (and Virginia Registry of Interpreters for the Deaf certificates). It is also recommended that compensation reflect the educational interpreter's educational background.

8. The Virginia Department of Education should develop a publication targeted for local school division personnel (principals, regular education teachers, personnel directors, special education teachers and administrators) and parents. This publication should address the provision of educational interpreting services for students with hearing impairment or deafness. The document should address the following topics:

    - the role of interpreter, the teacher of students with hearing impairment or deafness, the regular education teacher and the teacher aide;
    - job responsibilities;
    - compensation;
    - recruitment of qualified interpreters (full-time personnel and substitutes);
    - handling the absence of an interpreter; and,
    - assignment of interpreters.

9. The Virginia Department of Education should maintain on-going leadership in the training of educational interpreters. This leadership should include:

    - administration of VDOE interpreter training mini-grants;
    - access of additional training funds (including application for federal special education personnel development grants);
    - provision of state-wide training opportunities for educational interpreters (including consideration of

distance learning opportunities),

- provision of state-wide training opportunities for trainers of educational interpreters.

It is recommended that the Educational Interpreter Standards Study Core Team be continued to provide guidance and oversight to state and local training initiatives. The Core team would be expanded to included persons providing training within school divisions and within community colleges. Research and policy analysis members would not be necessary for the training initiative. This team would need to operate on an on-going basis, to provide the necessary guidance and oversight.

10. The Virginia Department of Education, the Virginia Department for the Deaf and Hard of Hearing and local school divisions should continue to involve Virginia's Community Colleges in the development of interpreter training programs. Access to the state-wide system will enhance the feasibility of establishing comprehensive interpreter training programs throughout the Commonwealth.

11. The Virginia Department of Education and the Virginia Department for the Deaf and Hard of Hearing should jointly develop an initiative to recruit persons into the field of interpreting in general, and educational interpreting in specific. The team responsible for training of educational interpreters could also assume leadership for the recruitment initiative. This initiative may include such options as offering of ASL in secondary schools and collaboration with the Virginia Community College System to attract potential students into the field of interpreting.

REFERENCES

National Task Force on Educational Interpreting. (1989). Educational Interpreting for Deaf Students. Rochester, N.Y.: Rochester Institute of Technology.

Woodridge, W. and Sandeford, R. (1992). National Interpreting Training Center. Author.

APPENDIX A

IDENTIFICATION OF THE PROBLEM: EVALUATION QUESTIONS

- Is there an adequate **supply** of qualified educational interpreters?
  - Will qualified interpreters work in local school divisions?
  - Is there an adequate and accessible supply statewide?
  - What is the demand for qualified educational interpreters?

  - Is the demand constant? what is the turnover? is there a change in the number of children needing interpreters?
  - If the supply does not meet the demand, how can the supply be augmented?
  - What are the demographics of interpreters (age, gender, family status)?

- Are the **VQAS Levels appropriate** for educational interpreters?
  - Are the competencies required of educational interpreters different from those required of non-educational interpreters? If so, are these competencies assessed by the three levels of VQAS?
  - Are there other options available for determination of qualification standards? What are they? Do they assure qualification? Do they meet the needs of Virginia's students with hearing impairment?
  - How has the VQAS been validated for the purpose of assessing educational interpreters? How has reliability been assessed for this purpose?
  - Is the VQAS the right tool for assessing qualifications of educational interpreters?
  - How does VDOE handle qualifications for other related service personnel?

- Can persons hired to be educational interpreters become qualified through completion of **training**?
  - Does training enable a person to develop skills as an educational interpreter?
  - Are training opportunities validated to the competencies required? VQAS?
  - Is sufficient training available and accessible?
  - What is the relationship between training and the pass rate on the VQAS?
  - Who is responsible for administering training? funding training?
  - What are the qualifications necessary to provide training? who meets these qualifications?
  - What are the current training delivery mechanisms? Are their additional training options available?
  - Are training systems available upon demand? Can they be created upon demand?

EVALUATION QUESTIONS continued

  - Is there a need for training of school administrators regarding educational interpreters?

♦ Does the **VDOE waiver process** facilitate or inhibit the provision of qualified educational interpreters to students with hearing impairment?
  - Under what conditions is a waiver requested?
  - Under what conditions is a waiver granted? denied?
  - What happens to the interpreter for whom a waiver is granted/denied?
  - What happens to the children from whom the LEA requested a waiver of educational interpreter qualifications?
  - Are all persons providing educational interpreter services qualified or operating under a waiver?
  - What is VDOE's positions in the event they learn of a person who is providing educational interpreter services and who not qualified nor is a waiver granted?
  - Are VDOE's waiver guidelines appropriate?

♦ Does the **VQAS administration process** facilitate or inhibit the provision of qualified educational interpreters to students with hearing impairment?
  - What is the current process of administrating the VQAS?
  - Do educators understand the process?

♦ Are educational interpreters viewed as **professionals**?
  - What are/is the job descriptions? salaries? recognition?
  - Do interpreters view educational interpreting as a profession?
  - Do local school division view educational interpreters as professionals?
  - What are the perceptions of educational interpreters?
  - What are the perceptions of school officials?
  - Is there a need for professional standards for educational interpreters?

♦ Are **students' educational needs** met by qualified educational interpreters?
  - Are students satisfied?
  - Are teachers of the hearing impaired and of regular education satisfied?
  - Are students' education outcomes different when services are provided by a qualified educational interpreter than when a qualified educational interpreter is not available?
  - What percentage of students with hearing impairment receive educational interpreter services? where are they educated?
  - Do perceptions of students whose experience with interpreters before and after the achievement of qualifications differ?
  - What is the **fiscal impact** of potential recommendations?

APPENDIX B

CURRENT QUALIFICATION STANDARDS FOR PERSONS PROVIDING EDUCATIONAL INTERPRETING SERVICES

These qualification standards were placed in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia in 1987.

H. Qualified Professionals

2. Educational Interpreting for Hard of Hearing and/or Deaf students. If the IEP Committee determines that the hard of hearing and/or deaf student will require educational interpreting services, then qualified personnel shall be provided in accordance with the student's mode of communication.

   a. Educational personnel providing interpreting for students using sign language shall have completed and passed a Virginia Quality Assurance Screening at Level 1 or higher. Personnel shall have completed and passed at Level 2 screening after July 1, 1992, and at Level 3 screening after July 1, 1995. Personnel may have an equivalent or higher Registry of Interpreters for the Deaf certificate (excluding certification in reverse skills) in lieu of the Virginia Quality Assurance Screening certificate.

   b. Personnel providing educational interpreting services for hard of hearing and/or deaf students using Cued Speech shall be certified as Cued Speech Interpreters by the National Cued Speech Association at Level 1, or higher, by July 1, 1990, and at Level 2, or higher, by July 1, 1992.

   c. Personnel providing educational interpreting services for the hard of hearing and/or deaf students requiring Oral Interpreting shall have completed and passed a Virginia Quality Assurance Screening at Level 1 or higher. Personnel may have an equivalent or higher Registry of Interpreters for the Deaf certificate (excluding certification in reverse skills) in lieu of the Virginia Quality Assurance Screening certificate.

APPENDIX C

CURRENT REQUIREMENTS FOR REQUESTING A WAIVER OF STANDARDS FOR PERSONS PROVIDING EDUCATIONAL INTERPRETING SERVICES

These requirements have been placed in the Special Education Program Standards which disseminated by superintendents' memorandum.

B. Waiver of Requirements

1. Conditions for Requesting a Waiver

Local education agency superintendents and directors of non-public education agencies shall a waiver to the requirements for any individual who does not meet the qualifications for providing interpreting services to students using sign language or cued speech. Individuals hired must be in the process of being screened for competency and/or be completing training to develop their interpreting skills. The waiver shall be requested when the individual is the best suited of the applicants for the position, the school division has advertised the position, and has made reasonable efforts to recruit and hire qualified individuals.

2. Timeline for Requesting a Waiver

Waiver of educational interpreter qualification requirements requests are to be submitted to the Superintendent of Public Instruction, Virginia Department of Education, within 30 days of assignment.

APPENDIX D
EDUCATIONAL INTERPRETER STANDARDS STUDY: INTERPRETER SURVEY

Thank you for taking the time to respond to this survey. Your answers will be confidential. The results of this survey will assist the Department of Education's (DOE) Educational Interpreter Standards Study Team gather information regarding the interpreter demographics, training and competencies. This information will also be used by the Virginia Department for the Deaf and Hard of Hearing (VDDHH). Surveys are being disseminated by both VDDHH and DOE, please **only** complete one survey.

For the purpose of this survey, educational interpreting is considered to be interpreting/transliterating for students in preschool, elementary, middle or high school. It **does not** include interpreting/transliterating for students in community colleges, 4-year colleges or other similar post high-school educational settings.

Please transfer your answers to the enclosed optical scanning form. You will need to use a #2 pencil. After completion, please return this form in the enclosed envelope **BY APRIL 15, 1993**. **DO NOT** fold the form, as this will make it impossible to use your response. If you complete the attached comment page, please return with the scanning form.

So ... sit back and relax.

PART I. BACKGROUND INFORMATION:

First, we'd like to gather some information about you.

1. Gender: a. Female b. Male

2. Age: a. under 20; b. 20 - 29; c. 30 - 39; d. 40 - 49; e. 50 - 59; f. over 65

3. Ethnic background (optional)
    a. American Indian/Alaskan Native
    b. Asian/Pacific Islander
    c. Black
    d. White
    e. Hispanic

4. Where do you live?
    a. Northern Virginia
    b. Central Va/Piedmont
    c. Tidewater
    d. Valley
    e. Southwest
    f. Southside

5. What is your highest educational degree?

a. h.s. diploma/GED
b. Associate degree
c. Bachelor's degree
d. Master's/Doctorate degree

PART II. YOUR EXPERIENCE AS AN INTERPRETER:

Now we'd like to know a little bit about your experience, skills and reimbursement as an interpreter.

6. Are you currently working full-time or part-time as an interpreter?

a. yes (continue)
b. no (skip to item 9)

6A. educational interpreter a. full-time b. part-time
6B. free-lance interpreter a. full-time b. part-time
6C. staff - agency a. full-time b. part-time

7. How long have you worked at your present position?

a. less than 1 year
b. 1 - 3 years
c. 4 - 6 years
d. over 6 years

8. Have you worked full-time or part-time as an interpreter in other positions?

a. yes
b. no
8A. educational interpreter a. full-time b. parttime
8B. free-lance interpreter a. full-time b. parttime
8C. staff of organization a. full-time b. part-time

9. What is your current salary/hourly reimbursement:

9A. Salary
a. less than $10,000
b. $10,000 - 14,999
c. $15,000 - 19,999
d. $20,000 - 29,999
e. over $30,000

9B. Hourly Reimbursement
  a. less than $9 per hour
  b. $9 - $13 per hour
  c. $14 - $19 per hour
  d. over $19 per hour

10. Please identify the professional interpreting organization(s) to which you belong. (Check all that apply).
  a. National Registry of Interpreters for the Deaf (NRID)
  b. Virginia/Local Chapter of NRID
  c. National Cued Speech Association

11. What is your current certification/screening status? (mark all that apply.)

11A. National Registry of Interpreters for the Deaf
  a. CI (Certificate of Interpretion)
  b. CT (Certificate of Transliteration)
  c. CSC (Comprehensive Skills Certificate)
  d. RSC (Reverse Skills Certificate)
  e. IC (Interpreting Certificate)
  f. TC (Transliterating Certificate)

11B. National Cued Speech Association Certificate
  a. Cued Speech Transliterator Level I
  b. Cued Speech Transliterator Level II
  c. Cued Speech Transliterator Level III
  d. Cued Speech Transliterator Level IV

11C. Virginia Quality Assurance Screening (VQAS) status
  a. 90 per cent or higher on written assessment
  b. Level I Interpreting
  c. Level I Transliterating
  d. Level II Interpreting
  e. Level II Transliterating
  f. Level III Interpreting
  g. Level III Transliterating
  h. Level IV Interpreting and/or transliterating

11D. Certification or screening from another state.

11E. No certification or screening

12. What are the three main benefits of educational and free-lance interpreting? (Mark only three in each category).

12A. Benefits of Educational Interpreting
- a. summer off
- b. set hours each day
- c. salary and benefits
- d. steady pay
- e. opportunity to be at home with my children in the afternoon
- f. known clients

12B. Benefits of Free-lance Interpreting
- a. flexible hours
- b. diverse populations
- c. diversity of assignments
- d. autonomy
- e. pay

13. Answer this question **only** if you have ever worked as an educational interpreter.

13A. When working as an educational interpreter, were you assigned additional duties as any of the following? (Mark all that apply.)
- a. tutor
- b. paraprofessional (aide) in classroom for deaf/hard of hearing students
- c. paraprofessional (aide) in mainstream classroom
- d. notetaker
- e. interpreter for extra-curricular activities
- f. bus duty, cafeteria duty
- g. club sponsor

PART III. SCREENING/ASSESSMENT AND EDUCATIONAL INTERPRETERS

In this section, we want to find out more about your thoughts on screening and assessment of educational interpreters.

14. Have you participated in a Virginia Quality Assurance Screening (VQAS) written or performance assessment?

- a. never (skip to question 21)
- b. prior to July, 1992 (skip to question 21)
- c. between July & December, 1992 (continue to item 15)
- d. Since January 1, 1993 (continue to item 15)

15. Is the VQAS written assessment the appropriate tool for assessing an interpreter's necessary knowledge of the Code of Ethics?

No, not appropriate Yes, very appropriate
1 2 3 4 5

16. Is the VQAS written assessment the appropriate tool for assessing knowledge and application of the Code of Ethics for educational interpreters?

No, not appropriate Yes, very appropriate
1 2 3 4 5

17. Is the VQAS performance assessment the appropriate tool for assessing an interpreter's receptive and expressive skills in interpreting and transliterating?

No, not appropriate Yes, very appropriate
1 2 3 4 5

18. Is the VQAS performance assessment the appropriate tool for assessing an educational interpreter's receptive and expressive skills in interpreting and transliterating?

No, not appropriate Yes, very appropriate
1 2 3 4 5

IF YOU ANSWERED EITHER "1" OR "2" TO QUESTIONS 15, 16, 17 OR 18, PLEASE TURN TO THE COMMENT SHEET (ATTACHED) AND TELL US WHY YOU CHOSE THAT ANSWER. SPECIFIC EXAMPLES WILL BE APPRECIATED.

19. Are the competencies required of an educational interpreter different from those required of a non-educational interpreter?

Different competencies Same competencies
1 2 3 4 5

20. Should a separate assessment be developed to assess the interpreting/transliterating competencies for educational interpreters than for non-educational interpreters?
a. yes b. no

IF YES, PLEASE TURN TO THE COMMENT SHEET (ATTACHED) AND IDENTIFY OTHER OPTIONS THAT SHOULD BE USED.

PART IV. TRAINING

In this section, we would like to learn more about the training that you have received that prepared you to be an educational interpreter. This training may have taken the form of a community college/university class, a workshop offered by the schools, the Department for the Deaf and Hard of Hearing, or other community agency or organization.

21. How much training have you received

21A. Prior to the first assignment
- a. none
- b. less than 1 year
- c. 1 - 3 years
- d. more than 3 years

21B. As of today
- a. none
- b. less than 1 year
- c. 1 - 3 years
- d. 3 + years

22. Have you used any of your own funds to get training?
a. yes b. no

23. What type of training have you had? (fill in ALL that apply)

23A. Prior to first interpreting job
- a. none
- b. community class (e.g., church, civic group)
- c. agency or organization workshops (e.g., Project RATE, Bicultural Center)
- d. workshop conducted by local school division, or regional group of school divisions
- e. community college class
- f. college/university class

23B. As of today
- a. none
- b. community class (e.g., church, civic group)
- c. Workshops (e.g., Project RATE, Bicultural Center, etc.)
- d. local school division workshop
- e. community college class
- f. college/university class

24. To what degree did the training help you acquire the competencies measured by the VQAS?

No assistance Helped tremendously
1 2 3 4 5

25. In addition to formal training, have you participated in any of these activities to enhance your skills?

- a. social interaction with Deaf community (e.g., Deaf clubs, picnics)
- b. silent lunches/dinners
- c. lived with deaf person who signed

26. Please identify if you desire additional training in the following areas:
    - a. Code of Ethics
    - b. interpreting
    - c. transliterating
    - d. vocabulary development
    - e. interactive interpreting/transliterating
    - f. voice-to-sign interpreting/transliterating
    - g. sign-to-voice interpreting/transliterating

PART V. DEPT. OF EDUCATION WAIVERS OF EDUCATIONAL INTERPRETER QUALIFICATION STANDARDS

Currently, **Special Education Regulations** specify the qualifications an individual must hold to serve as an educational interpreter for a student who is deaf or hard of hearing in the public schools. Due to the shortage of qualified personnel and the introduction of the VQAS, the Department of Education provides school divisions with waivers of the qualification standards for interpreters serving students in special education. In this section, we want to gather your opinion regarding the waiver process.

27. Do you believe waivers should be provided when a school division cannot find an interpreter with the appropriate VQAS/NRID/NCSA level?
    - a. yes (continue to items 27A and 27B)
    - b. no (STOP: end of survey)

27A. Should there be a time limit for these waivers?
- a. yes, for that school year
- b. yes, for 2 school years
- c. yes, for 3 school years
- d. yes, for more than three school years
- e. no time limit

27B. Under what conditions should a waiver be provided? (Check all that apply)

- a. interpreter is in the process of completing the VQAS assessments
- b. interpreter is in the process of obtaining training

THANK YOU FOR YOUR ASSISTANCE. Please return the optical scanning form **BY APRIL 15, 1993** in the enclosed envelope. **PLEASE DO NOT FOLD YOUR OPTICAL SCANNING FORM.**

COMMENT SHEET

PLEASE PROVIDE YOUR REASON FOR SELECTING EITHER "1" OR "2" FOR ANY OF THESE QUESTIONS. SPECIFIC EXAMPLES ARE APPRECIATED.

15. Is the VQAS written assessment the right tool for assessing an interpreter's necessary knowledge of the Code of Ethics?
16. Is the VQAS written assessment the right tool for assessing knowledge and application of the Code of Ethics for educational interpreters?
17. Is the VQAS performance assessment the right tool for assessing an interpreter's receptive and expressive skills in interpreting and transliterating?
18. Is the VQAS performance assessment the right tool for assessing an educational interpreter's receptive and expressive skills in interpreting and transliterating?

PLEASE PROVIDE YOUR COMMENTS REGARDING OTHER OPTIONS FOR ASSESSING EDUCATIONAL INTERPRETING IF YOU ANSWERED YES TO THIS QUESTION:

20. Should a separate assessment be developed to assess the interpreting/transliterating competencies for educational interpreters than for non-educational interpreters?

You may write on the back should you require additional space for your comments.

Please return, with optical scanning form, in enclosed envelope. Thank you.

APPENDIX E
LOCAL SCHOOL DIVISION EDUCATIONAL INTERPRETER SURVEY

School Division__________________________________ Number________________

Thank you for taking the time to respond to this survey. Your answers will be confidential. The results of this survey will assist the Department of Education's Educational Interpreter Standards Study Team gather information regarding the needs local school divisions have relative to educational interpreters.

PLEASE RETURN SURVEY INSTRUMENT BY **APRIL 15, 1993**.

So ... sit back and relax.

PART I. EDUCATIONAL INTERPRETERS:

We would like to know whether your division employs interpreters and about the work they do.

1. Does your school division utilize educational interpreters for students who are deaf?

   [ ] yes (continue to question 2)
   [ ] not at the present, but we have in the past (continue to question 2)
   [ ] no, not to date (skip to question 17 and return survey to DOE)

2. How many educational interpreters in your school division are employed:

   _______ full time _______ part time _______ total

   How many of these interpreters are working under a waiver from the Department of Education?

   ____

3. Do you have a job description for your educational interpreters?

   [ ] yes
   [ ] no

4. Please identify the Virginia Quality Assurance Screening (VQAS) status or national certification status of the educational interpreters in your division.

Interpreter Certification	# Not Taken	# Passed	# Failed
VQAS Written			
VQAS Level I Interpreting			
VQAS Level I Transliterating			
VQAS Level II Interpreting			
VQAS Level II Transliterating			
VQAS Level III Interpreting			
VQAS Level III Transliterating			
VQAS Level IV Interpreting			
VQAS Level IV Transliterating			
National Certification (NRID or NCSA)			
Totals			

[The total of the three columns (not taken, passed and failed) will equal the total number of interpreters identified in question #2.]

5. Which of these sign languages and sign systems are used by students who have interpreters in your division? (Check all that apply)

☐ American Sign Language

☐ Cued Speech

☐ signed English systems

6. Please identify the method of employment your school division utilizes for engaging educational interpreters. Indicate the salary range and provision of benefits for each category.

Employment Arrangements	Used in your LEA?		Salary Range ($ per hour/day/annual)	Benefits (Y or N)	
full time salaried	Y	N		Y	N
part time salaried	Y	N		Y	N
independent contractors	Y	N		Y	N
other ______________	Y	N		Y	N

7. Indicate if this salary range is the same as for any other school division employee or contract provider, or if it is unique to educational interpreters. Check all that apply.

[ ] same as teachers
[ ] same as aides/teacher assistants
[ ] same as therapists
[ ] same as other LEA employee (indicate____________________________)
[ ] unique to educational interpreters

Comments:

8. Please identify the person who (a) provides interpreters' day-to-day supervision; and, (b) evaluates educational interpreters' interpreting skills.

a. Day-to-day Supervision		Personnel	b. Evaluates interpreter skills	
Y	N	Principal	Y	N
Y	N	Special Education Administrator	Y	N
Y	N	Teacher of students who are hearing impaired	Y	N
Y	N	Lead Interpreter/Equivalent	Y	N
		Consultant	Y	N
Y	N	Other ______________________	Y	N

9. Please identify other persons who provide interpreting services either on a (a) routine basis; or, (b) when a student's regular interpreter is absent (e.g. substitutes).

a. Interprets routinely?		Person	b. Interprets in case of absences?	
Y	N	Students' family member	Y	N
Y	N	Teacher	Y	N
Y	N	Teacher aide/assistant	Y	N
Y	N	Other student	Y	N
Y	N	Person from community who signs	Y	N
Y	N	Free-lance interpreter	Y	N
Y	N	Other ________________	Y	N

10. Please identify if educational interpreters are generally included in the following activities your school division.

Activity	Generally Included?	
Staff/faculty meetings	Y	N
IEP meetings	Y	N
School/division staff development	Y	N

Comments:

11. Please identify assignments other than interpreting that are assigned to educational interpreters in your school division.

Assignments	Educational Interpreter routinely assigned?	
Teacher aides/instructional assistants	Y	N
Tutors	Y	N
Note takers	Y	N
Cafeteria duty (ongoing)	Y	N
Cafeteria duty (rotation schedule)	Y	N
Bus duty	Y	N
Club sponsor	Y	N
Other______________________________	Y	N

Comments:

12. Do persons employed as educational interpreters within your school division require knowledge, skills and abilities in other areas, in addition to competency in interpreting/transliterating?

[ ] yes (continue to 12A)
[ ] no (continue to 13)

12A. Please identify all areas in which educational interpreters should have knowledge, skills and abilities. Check all that apply.

[ ] special education (procedures, requirements, etc.)
[ ] language development
[ ] determination of child's receptive and expressive communication skills
[ ] attention management
[ ] membership on a multidisciplinary team
[ ] orientation to deafness

PART II. RECRUITMENT AND RETENTION OF INTERPRETERS:

We are interested in your experiences related to recruiting and retaining interpreters.

13. How long do educational interpreters generally work as interpreters with your school division? (You may estimate.)

[ ] Less than 1 year
[ ] 1 to 3 years
[ ] 4 to 6 years
[ ] 7 years or longer

14. How easy/difficult is it for you to recruit qualified educational interpreters?

[ ] easy
[ ] so-so
[ ] difficult

15. If it is difficult for you to recruit qualified educational interpreters, please indicate reasons why you find it difficult. Check all that apply.

[ ] salary
[ ] supply of interpreters
[ ] supply of interpreters who meet qualifications
[ ] work schedule
[ ] other ______________________________

16. Please identify the reasons educational interpreters leave your division. Check all that apply. Star (*) the major reason.

[ ] working conditions
[ ] personal reasons
[ ] to change jobs within the division
[ ] health reasons (e.g., carpel tunnel syndrome)
[ ] compensation
[ ] no longer needed due to changes in population of students requiring educational interpreters

PART III. DEPT. OF EDUCATION WAIVERS OF EDUCATIONAL INTERPRETER QUALIFICATION STANDARDS

Currently, **Special Education Regulations** specify the qualifications an individual must hold to serve as an educational interpreter for a student who is deaf or hard of hearing in the public schools. Due to the shortage of qualified personnel, and the introduction of the VQAS in 1989, the Department of Education provides school divisions with waivers of the qualification standards for interpreters serving students in special education. In this section, we want to gather your opinion regarding the waiver process.

17. Do you believe waivers should be provided when a school division cannot find an interpreter with the appropriate VQAS/NRID/NCSA credentials?

☐ yes (continue to items 17A and 17B)
☐ no (skip to item 18)

17A. Should there be a time limit for these waivers?

☐ yes, for that school year
☐ yes, for 2 school years
☐ yes, for 3 school years
☐ yes, for more than three school years
☐ no time limit

17B. Under what conditions should a waiver be provided? (Check all that apply)

☐ interpreter is in the process of completing the VQAS assessments
☐ interpreter is in the process of obtaining training

Comments:

PART IV. KNOWLEDGE OF INTERPRETING -- ASSESSMENT, CERTIFICATION, SIGN SYSTEMS:

We are interested in your level of understanding of interpreter assessment and certification systems, and sign language systems.

18. I understand the Interpreters' Code of Ethics.
    - ☐ yes
    - ☐ so-so
    - ☐ no

19. I understand what the VQAS Written Assessment measures.
    - ☐ yes
    - ☐ so-so
    - ☐ no

20. I understand what the VQAS Performance Assessments measure.
    - ☐ yes
    - ☐ so-so
    - ☐ no

21. I know how to interpret a VQAS score and identify the Level.
    - ☐ yes
    - ☐ so-so
    - ☐ no

22. I know the difference between transliterating and interpreting.
    - ☐ yes
    - ☐ so-so
    - ☐ no

23. I understand the differences in the various National Registry of Interpreters for the Deaf (NRID) certifications.
    - ☐ yes
    - ☐ so-so
    - ☐ no

24. I understand the difference between American Sign Language (ASL) and signed English systems.
    - ☐ yes
    - ☐ so-so
    - ☐ no

25. I understand what Cued Speech is.

- ☐ yes
- ☐ so-so
- ☐ no

PART V. TECHNICAL ASSISTANCE AND TRAINING

We would like to know about your perception of training available for interpreters.

26. Please indicate to what extent you agree with this statement:

Adequate training opportunities exist for the interpreters in my division.

Strongly agree Strongly disagree
1 2 3 4 5

We would like to know how best to assist you.

27. What training or technical assistance needs does your LEA have with respect to interpreter services? (Check all that apply)

- ☐ Recruitment information/assistance
- ☐ Information about the Virginia Quality Assurance Screening: process and certifications
- ☐ Information about National Registry of Interpreters for the Deaf certification
- ☐ Information about National Cued Speech Association certification
- ☐ Training opportunities for educational interpreters
- ☐ Sample job descriptions for educational interpreters
- ☐ Guidelines for effective use of educational interpreters
- ☐ Information on sign language systems
- ☐ Programming options for students who have hearing impairments
- ☐ Training targeted for administrators
- ☐ Knowledge, skills and abilities of educational interpreters, separate from competency in interpreting and transliterating
- ☐ Other ____

General Comments:

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE IN THE ENCLOSED
PRE-ADDRESSED, STAMPED ENVELOPE BY **APRIL 15, 1993**

APPENDIX F

INTERPRETER TRAINING PROGRAMS IN THE VIRGINIA VICINITY

MARYLAND

Cantonsville Community College
Interpreter Preparation Prog.
800 S. Rolling Rd.
Baltimore, MD 21228
(410) 455-4474

NORTH CAROLINA

Gardner-Webb College
Dept. of Foreign Languages
Sign Language Studies
Box 304
Boiling Springs, NC 28017
(704) 434-2361

Central Piedmont Community College
Interpreter Training Associate
P. O. Box 35009
Charlotte, NC 28235
(704) 342-6829

University of NC at Greensboro
Division of Commun. Disorders
Educational Interpreter Trng. Project
300 Ferguson Building
Greensboro, NC 27412

MARYLAND

East Carolina University
A-114 Brewster Building
Greenville, NC 27858
(919) 757-6729

TENNESSE

Chattonooga St. Tech. Comm College
Interpreter Training Program
4501 Amnicola Hwy.
Chattanooga, TN 37406
(615) 697-4415

University of Tennesse
Dept. Spec. Svcs Education
117 Claxton Addition
Knoxville, TN 37996
(615) 974-2321

Maryville College
Sign Language/Interpreting
Box 2802
Maryville, TN 37801
(615) 981-8148

VIRGINIA

New River Community College
Interpreter Training Program
Drawer 1127
Dublin, VA 24084
(703) 674-3600

J. Sergeant Reynolds Comm. College
Interpreter Education
P. O. Box 85622
Richmond, VA 23285
(804) 786-6432

WASHINGTON

Gallaudet Univ. Dept. of Linguists & Interpreting
7th & Florida, NE
Washington, DC 20002
(202) 651-5450

Sign Language Associates
1725 K Street, NW - Suite 802
Washington, DC 20006
(202) 861-0593

APPENDIX G

SURVEY OF INTERPRETER TRAINING PROGRAM ADMINISTRATORS

Thank you for taking the time to respond to this survey. Your answers will be confidential. The results of this survey will assist the Department of Education's (DOE) Educational Interpreter Standards Study Team gather information regarding the training of interpreters. This information will also be used by the Virginia Department for the Deaf and Hard of Hearing (VDDHH).

The term "program" is used to describe the interpreter training program you administer. This term applies to programs at community colleges, programs developed in response to DOE mini-grants and programs offered by organizations.

The term "student" refers to persons undergoing training to become interpreters.

Name ______________________________ Phone (   ) __________

Name of Employer____
(Program/Community College/School Division for whom you work)

PART I. PROGRAM
We'd like to know more about the nature of your interpreter training program.

1. Please identify your source of funding for the interpreter training program. (Check all that apply.)

   ☐ Department of Education mini-grant
   ☐ Other grant
   ☐ Local school division budget
   ☐ Community College budget
   ☐ College/University budget
   ☐ Fees charged to participants
   ☐ Other: ___________________________

2. Please state the purpose/philosophy of your interpreter training program/course:

3. What is the outcome expected for students who successfully complete the interpreter training program/course? (Check all that apply.)

- ☐ *Satisfactory completion of VQAS assessments*
- ☐ Satisfactory completion of RID assessments
- ☐ Satisfactory completion of NCSA TEC Unit assessments
- ☐ Employment as an interpreter
- ☐ Employment as an educational interpreter
- ☐ Other ____________________________

PART II. EVALUATION OF TRAINING

In the course of delivery of your program, you may have completed an evaluation. We'd like to know more about that evaluation.

4. Have you completed an evaluation of your program?

- ☐ no (skip to question 6)
- ☐ yes (continue)

5. Please identify the features of the program that were evaluated.

- ☐ delivery method
- ☐ performance of instructor
- ☐ performance of students on VQAS/RID/NCSA upon completion of training
- ☐ employment of students upon completion of training
- ☐ cost effectiveness
- ☐ other ____

The Department of Education study team may conduct follow-up interviews with those survey respondents who have conducted program evaluations of the training program to gather further information regarding program evaluation results.

PART III. INSTRUCTORS/TRAINERS

Now we'd like to ask about the type of instructors/trainers you hire.

6. What qualifications do you look for in recruiting and hiring an interpreter trainer?

Desired interpreter Certification status

- ☐ Virginia Quality Assurance Screening (VQAS) Level
    - ☐ Passed Written assessment
    - ☐ Level I
    - ☐ Level II
    - ☐ Level III
    - ☐ Level IV

[ ] National Cued Speech Association Training, Evaluation and Certification Unit (TEC Unit) Certificate
  [ ] TSC:2
  [ ] TSC:3
  [ ] TSC:4

[ ] National Registry of Interpreters for the Deaf Certicate
  [ ] Certificate of Interpreting (CI)
  [ ] Certificate of Transliterating (CT)
  [ ] Comprehensive Skills Certificate (CSC)
  [ ] Reverse Skills Certificate (RSC)
  [ ] Interpreting Certificate (IC)
  [ ] Transliterating Certificate (TC)

[ ] Certification status not considered

Desired education (check one)
  [ ] High school graduate/GED recipient
  [ ] Associate's degree
  [ ] Bachelor's degree
  [ ] Master's degree or higher
  [ ] Educational degree not considered

Other desired characteristics (check all that apply)

  [ ] Training as an interpreter trainer
  [ ] Reputation for preparing students to gain competencies required by VQAS
  [ ] Deaf person
  [ ] Child of a Deaf Adult who interprets
  [ ] Membership in American Sign Language Teachers Association (ASLTA)
  [ ] Types of training experience
  [ ] Other ______________________________

7. How have you recruited trainers? (Check all that apply.)

[ ] word of mouth/networking
[ ] Virginia Department for the Deaf and Hard of Hearing
[ ] interpreting organizations
[ ] deaf advocacy organizations
[ ] advertisements in professional journals
[ ] advertisements in newspapers
[ ] other interpreter training programs
[ ] Other ______________________________

8. Please name the person(s) you have used to provide training:

____

____

PART IV. STUDENTS

Now, please tell us about your students.

9. How many students are enrolled in your interpreter training program? (You may estimate.)

____

10. Identify the source(s) of students in the interpreter training program. (Check all that apply.)

[ ] public school teachers
[ ] public school paraprofessionals (teacher aides)
[ ] other public school employees
[ ] community college or university students
[ ] general public
[ ] churches
[ ] deaf persons' family members
[ ] agency personnel
[ ] practicing interpreters
[ ] other: ______________________________________

11. Does your training program utilize any screening or assessment device to determine students' aptitude for interpreting?

[ ] no
[ ] yes, please describe

12. All programs experience some degree of student attritition. Do you believe you have a problem with attrition of students in the interpreter training program?

[ ] no
[ ] so-so
[ ] yes

Please describe the nature of the problem experienced.

13. Understanding that each student interpreter is different, please identify, on average, how long it takes a student to progress from one level of competency (as assessed by the VQAS) to another:

__________ year(s) pass written assessment about Code of Ethics
__________ year(s) beginner to Level I
__________ year(s) Level I to Level II
__________ year(s) Level II to Level III
__________ year(s) Level III to Level IV

PART V. TRAINING, TECHNICAL ASSISTANCE AND SUPPORT NEEDS

14. What are your training or technical assistance needs? (Check all that apply.)

☐ staff development for interpreter trainers
☐ model curriculum for interpreter training programs
☐ opportunity for students to take VQAS assessments as a part of the training
☐ recruitment of faculty

☐ identification of funding sources
☐ marketing/publicity
☐ networking with other programs
☐ resources and instructional materials
☐ training for interpreter trainers
☐ other ____

PART VI. ADMINISTRATATIVE DETAILS

(a) Answer Part VI A if you are the recipient of a Virginia Department of Education mini-grant.
(b) Answer Part VI B if you administer a program at a Community College.
(c) Stop here and return the survey if neither (a) or (b) apply.

PART VIA. DEPARTMENT OF EDUCATION MINI-GRANT RECIPIENTS

15A. To what extent have the VDOE mini-grants impacted your ability to provide training to educational interpreters?

No impact Some impact Great impact
1 2 3

16A. How are the funds used? (Check all that apply.)

☐ pay instructor (including travel)
☐ pay consultants/guest speakers (including travel)
☐ support field-based opportunities
☐ purchase videotapes
☐ purchase other instructional materials
☐ pay for facilities for training
☐ pay for administrative support (e.g., secretarial)
☐ pay college/university tuition
☐ pay community college tuition
☐ pay workshop registration
☐ pay expenses for interpreter to attend training out of district
☐ pay for substitutes for students who attend training
☐ other ________________________________

17A. Please identify the cost per trainee for your 1992-93 mini-grant (You may estimate.)

____

18A. What recommendations do you have for revision of the mini-grant process?

☐ None

Instructions for proposal development

Technical assistance in proposal development

Criteria for proposals (priority areas)

Project evaluation requirements

Review process (including evaluation criteria)

Program reporting requirements

Other comments

19A. How many persons have been able to achieve VQAS or RID interpreter qualification standards as a result of receiving the DOE mini-grant? (You may estimate.)

_______________ (number)

How many seem to be moving as expected toward that goal?

_______________ (number)

PART VIB. FOR COMMUNITY COLLEGE PROGRAMS

15B. What is your rationale for offering and maintaining an interpreting training program at your community college?

16B. What are the advantages and disadvantages to maintaining a program?

Advantages

Disadvantages

17B. What is the faculty status of persons providing training of interpreters?

[ ] Instructor
[ ] Assistant Professor
[ ] Associate Professor
[ ] Professor
[ ] Adjunct Faculty

THANK YOU for your assistance. Please return this survey by **JUNE 1, 1993** in the enclosed envelope.

APPENDIX H

SURVEY OF INTERPRETER TRAINING PROGRAM INSTRUCTORS

Thank you for taking the time to respond to this survey. Your answers will be confidential. The results of this survey will assist the Department of Education's (DOE) Educational Interpreter Standards Study Team gather information regarding the training of interpreters. This information will also be used by the Virginia Department for the Deaf and Hard of Hearing (VDDHH).

The term "program" is used to describe the interpreter training program you administer. This term applies to programs at community colleges, programs developed in response to DOE mini-grants and programs offered by organizations.

The term "student" refers to persons undergoing training to become interpreters.

Name ______________________________ Phone (___) __________

Name of Employer____
(Program/Community College/School Division for whom you work)

PART I. PROGRAM OF STUDIES/COURSES

We'd like to know a little bit about the program of studies or courses you've taught.

1. Please state the purpose/philosophy of your interpreter training program/course(s):

2. What is the outcome expected for students who successfully complete yourinterpreter training program/course? (Check all that apply.)

   [ ] Satisfactory completion of VQAS assessments
   [ ] Satisfactory completion of RID assessments
   [ ] Satisfactory completion of NCSA TEC Unit assessments
   [ ] Employment as an interpreter
   [ ] Employment as an educational interpreter
   [ ] Other ____________________________

3. What curriculum do you use in your course(s)?

   [ ] Self-designed

☐ Commercial (Name:________________________________)
☐ Borrowed from another instructor
☐ Other ____
☐ No curriculum

Please enclose a copy of your course description/outline or syllabus.

4. What methods of instructional delivery do you use? (Check all that apply.)

☐ Direct face-to-face instruction
☐ Vocabulary drills
☐ Field-based work/internships/practicum
☐ Video-taped instruction
☐ Guest speakers
☐ Role playing
☐ Scheduled interactions with deaf community
☐ Mock screening/assessment
☐ Other ______________________________

5. How do you assess the students' developing competency in interpreting? (Check all that apply.)

☐ Performance on VQAS assessments
☐ Performance on RID assessments
☐ Performance on NCSA TEC Unit assessments
☐ Teacher-made assessment: videotaped critique
☐ Teacher-made assessment: paper and pencil assessment
☐ Teacher-made assessment: live performance critique
☐ Teacher-made assessment: other ______________________
☐ Sign Competence Performance Inventory
☐ Other ____

PART II. EVALUATION OF TRAINING

6. Have you completed an evaluation of your program?

☐ no (skip to question 8)
☐ yes (continue)

7. Please identify the program components that were evaluated.

☐ delivery method
☐ performance of instructor
☐ performance of students on VQAS/RID/NCSA TEC Unit upon completion of training

[ ] employment of students upon completion of training
[ ] cost effectiveness
[ ] other ______________________________

The Department of Education study team may conduct follow-up interviews with those survey respondents who have conducted program evaluations of the training program to gather further information regarding program evaluation results.

PART III. INSTRUCTORS/TRAINERS

Now we'd like to know a little bit about you.

8. What is your highest educational degree?

[ ] H.S. diploma/GED
[ ] Associate degree
[ ] Bachelor's degree
[ ] Master's/Doctorate degree

9. What is your current certification/screening status? (check all that apply.)

9A. National Registry of Interpreters for the Deaf
  [ ] CI (Certificate of Interpreting)
  [ ] CT (Certificate of Transliterating)
  [ ] CSC (Comprehensive Skills Certificate)
  [ ] RSC (Reverse Skills Certificate)
  [ ] IC (Interpreting Certificate)
  [ ] TC (Transliterating Certificate)

9B. National Cued Speech Association Certificate
  [ ] TSC:2
  [ ] TSC:3
  [ ] TSC:4

9C. Virginia Quality Assurance Screening status
  [ ] Passed Written Assessment
  [ ] Level I
  [ ] Level II
  [ ] Level III
  [ ] Level IV

9D. Certification or screening from another state.

Identify certification(s) and state(s)______________________________

9E. No certification or screening

10. Please identify the professional interpreting organization(s) to which you belong. (Check all that apply).

[ ] National Registry of Interpreters for the Deaf (NRID)
[ ] Virginia/Local Chapter of NRID
[ ] American Sign Language Teachers Association (ASLTA)
[ ] Other ______________________________

11. Please identify the training you have had to be a trainer of interpreters?

[ ] Workshop(s) devoted to preparing interpreter trainers
[ ] Workshop(s) on interpreting which mentioned preparation of interpreter trainers
[ ] College level interpreter training coursework devoted to the preparation of interpreter trainers
[ ] Workshop(s) on adult learning (regardless of topic)
[ ] Other ______________________________
[ ] None

12. Are you the Child of a Deaf Adult (CODA)?

[ ] yes
[ ] no

PART IV. STUDENTS/INTERPRETER TRAINEES

We'd like to know a little bit about the students you teach.

13. Identify the source(s) of students in the interpreter training program/course. (Check all that apply.)

[ ] public school teachers
[ ] public school paraprofessionals (teacher aides)
[ ] other public school employees
[ ] college students
[ ] general public
[ ] churches
[ ] deaf persons' family members
[ ] persons identifying themselves as interpreters/transliterators
[ ] other ______________________________

14. Does your training program/course utilize any screening or assessment device to determine students' aptitude for interpreting?

☐ no
☐ yes, please describe

15. All programs experience some attrition of students. Do you experience a problem with attrition of students in the interpreter training program?

☐ I don't know (skip to question 16)
☐ no (skip to question 16)
☐ so-so (skip to question 16)
☐ yes (please continue)

Please describe the nature of the problem experienced.

16. Understanding that each student is different, please identify, on average, how long it takes a student to progress from one level of competency (as assessed by the VQAS) to another:

__________ year(s) beginner to Level I
__________ year(s) Level I to Level II
__________ year(s) Level II to Level III
__________ year(s) Level III to Level IV

THANK YOU FOR YOUR ASSISTANCE. Please return the survey **BY JUNE 1, 1993** in the enclosed envelope.

APPENDIX I:

PROPOSED QUALIFICATION STANDARDS FOR PERSONS PROVIDING EDUCATIONAL INTERPRETING SERVICES

The following standards have been placed in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, effective in the 1993-94 school year.

Educational personnel providing interpreting services for students using sign language shall have achieved a Virginia Quality Assurance Screening Level III or hold any Registry of Interpreters for the Deaf Certificate (excluding Certificate of Deaf Interpretation).

Educational personnel providing interpreting services for students using Cued Speech shall have achieved a Virginia Quality Assurance Screening Cued Speech Level III or any National Cued Speech Association Cued Speech Transliterator Certificate.

Educational personnel providing interpreting services for students requiring oral interpreting shall have met Virginia Quality Assurance Screening's minimum requirements for competency on the Registry of Interpreters for the Deaf Code of Ethics.

An individual providing interpreting services for students using sign language or Cued Speech who does not hold the required Virginia Quality Assurance Screening level or Registry of Interpreters for the Deaf certificate (excluding certification in reverse skills) or a National Cued Speech Association Cued Speech Transliterator Certificate may be employed according to all of the following criteria:

a) The individual must have a Virginia Quality Assurance Screening Level I upon hiring date in any local education agency or state operated program in Virginia (or the implementation date of these regulations). The local education agency/state operated program shall inform the Department of Education of the person's name, social security number and hiring date; and

b) Each individual must achieve Level III Virginia Quality Assurance Screening or any Registry of Interpreters for the Deaf Certificate (excluding certification in reverse skills) or a National Cued Speech Association Cued Speech Transliterator Certificate by the third anniversary date of hiring in any local education agency or state operated program (or implementation date of these regulations); and

c) The local education agency/state operated program shall annually submit a professional development plan to the Virginia Department of Education on behalf of the individual.

APPENDIX J
PROPOSED REQUIREMENTS FOR WAIVERS

These requirements will be placed in the Special Education Program Standards, effective in the 1993-94 school year.

B. Waiver of Requirements

1. Conditions for Requesting a Waiver

Local education agency superintendents and directors of non-public education agencies shall a waiver to the requirements for any individual who does not meet the qualifications for providing interpreting services to students using sign language or cued speech. Individuals hired must be in the process of being screened for competency and/or be completing training to develop their interpreting skills. The waiver shall be requested when the individual is the best suited of the applicants for the position, the school division has advertised the position, and has made reasonable efforts to recruit and hire qualified individuals.

A non-renewable waiver may be provided for individuals who have not achieved a Virginia Quality Assurance Screening Level I for one year after the individual's hiring date (or one year after the Regulations Governing Special Education Programs for Children with Disabilities in Virginia are implemented).

A non-renewable waiver may be provided for one year for individuals who have not attained a Virginia Quality Assurance Screening Level III by the third anniversary of their hiring date (or three years after the Regulations Governing Special Education Programs for Children with Disabilities in Virginia are implemented).

2. Timeline for Requesting a Waiver

Waiver of educational interpreter qualification requirements requests are to be submitted to the Associate Specialist for Hearing Impaired Programs, Virginia Department of Education, within 30 days of assignment, using the Request for Waiver of Educational Interpreter Qualification Requirements form].

APPENDIX K
RESOURCE LIST

BOOKS, ARTICLES AND VIDEOTAPE MATERIALS AVAILABLE FROM THE VIRGINIA DEPARTMENT FOR THE DEAF AND HARD OF HEARING

The following books, articles and video tape materials are available for check-out from the Virginia Department for the Deaf and Hard of Hearing Library.

Circulation Policy:

Residents of Virginia may borrow materials from the VDDHH Library. All library users are required to provide their home and work addresses and phone numbers. Requests to borrow materials made be may by phone, TDD, mail or in person. Books are loaned for one four-week period. Videotapes are loaned for one two-week period. Videotapes cannot be booked for specific viewing dates. Photocopies are provided of specific journal articles on request. Borrowers are responsible for return postage and for any materials lost or not returned. Contact Pat Butler, VDDHH Librarian, 800-552-7917 (V/TDD) or 804-371-7450 (V/TDD) for more information.

BOOKS RELATED TO EDUCATIONAL INTERPRETING

Caccamise, F., et al. (Eds.). (1980). Introduction to interpreting. Silver Spring: RID Publications.

Educational interpreting settings are discussed.

Cokely, D. (Ed.). (1992). Sign language interpreters and interpreting. Burtonsville, Maryland: Linstok Press.

This monograph includes articles on the personal characteristics and abilities of interpreters, the cognitive demands of the interpretation process and the subjective assessment of interpreters.

Fleetwood, E. and Metzger, M. (1990). Cued Speech Transliteration: Theory and application. Silver Spring: Calliope Press.

This text includes information on the Code of Conduct, the role and function of a Cued Speech transliterator and the importance of providing linguistic and cultural access.

Fleetwood, E. and Metzger, M. (1992). Guide to the Proper Practice of Cued Speech Transliterating. Silver Spring: Calliope Press.

A study guide for Cued Speech transliterators on the Code of Conduct.

Frishberg, N. (1986). Interpreting: An introduction. Silver Spring: RID Publications.

Frishberg presents information on history, terminology, competencies, on education interpreting settings and a comprehensive bibliography.

Solow, Sharon Neumann. (1981). Sign language interpreting: A basic resource book. Silver Spring: National Association of the Deaf

Solow discusses the role of the interpreter, ethics, specialized skills, various sign systems and situation assessment.

Stuckless, E., Avery, J., and Hurwitz, T. (Eds.). (1989). Educational interpreting for deaf students: Report of the National Task Force on Educational Interpreting. Rochester: National Technical Institute for the Deaf.

This report includes information about the development of educational interpreting. Topics covered are job title and description, roles and responsibilities, hiring practices, working conditions, interpreter preparation, certification, and consumer education.

ARTICLES RELATED TO EDUCATIONAL INTERPRETING:

DeCaro, J., Feuerstein, and Hurwitz, T. (1992). Cumulative trauma disorders among educational interpreters: Contributing factors and intervention. **American Annals of the Deaf 137** (3) 288-292.

DeCaro, J. & Hurwitz. T. Educational interpreters at risk. (1992). **Journal of Interpretation 5:1** (1992) 95-98.

Hayes, P. (1992). Education interpreters for deaf students: Their responsibilities, problems and concerns. **Journal of Interpretation, 5:1** (1992), 5-24.

Gustason, Gerilee. (1985). Interpreters entering public school employment. **American Annals of the Deaf, 130** (4), 267.

Lawrence, R. (1987). Specialized preparation in education interpreting. **Journal of Interpretation 4**, 87-95.

LeBuffe, J. (1988). A clarification of the roles and responsibilities of teachers, students and interpreters in a mainstream setting. **Perspectives for Teachers of the Hearing Impaired 6**(4), 5-7.

Luckner, J., Rude, H., and Sileo, T. (1989). Collaborative consultation: A method for improving educational services for mainstreamed students who are hearing impaired. **American Annals of the Deaf, 134**, (1989), 301-304.

Mertens, D. (1991). Teachers working with interpreters: The deaf student's educational experience. **American Annals of the Deaf, 136**, 48-52.

Mitchell, M. (1991). Manageable and effective critiquing of interpreters in education settings. **RID Views 8**(3), 28.

Moores, D. (1984). Interpreting in the public schools. **Perspectives for Teachers of the Hearing-Impaired 3**(2), 13-15.

Rittenhouse, R., Rahn, C., and Morreau, L. (1989). Educational interpreter services for hearing impaired students: Provider and consumer disagreements. **Journal of the American Deafness and Rehabilitation Association, 22** (3), 57-63.

Rittenhouse, R. (1987). Analysis of educational interpreter services for hearing impaired students. **Journal of Rehabilitation of the Deaf, 20**(4), 1-6.

Scheibe, K. and Hoza, J. (1986). Throw it Out the Window! (The Code of Ethics? We don't use that here.) Guidelines for Educational Interpreters. In **Interpreting: The art Of cross-cultural mediation. Proceedings of the 1985 RID Convention of the Registry of Interpreters for the Deaf.** Silver Spring: Registry of Interpreters for the Deaf, 173-182.

Stedt, J. (1989). Carpal tunnel syndrome: The risk to educational interpreters. **American Annals of the Deaf, 134**, 223-226.

Winston, Betty. Educational interpreting: The state of affairs. (An interview with Betty Winston). **RID Views 10** (3), 1-2, 4.

Zawolkow, E. and DeFiore, S. (1986). Educational interpreting for elementary and secondary level hearing impaired students. **American Annals of the Deaf, 131**, 26-28.

VIDEOTAPES RELATED TO EDUCATIONAL INTERPRETING:

Educational Interpreting in the Public Schools: Principles and Practices (1992). University of Tennessee at Knoxville. (100 minutes).

The videotape of the interactive teleconference sponsored by the National Interpreter Training Center at the University of Tennessee at Knoxville, the National Interpreter Education Program at Northwestern Connecticut Community College and the National Association of State Directors of Special Education, April 14, 1992, provides information on the role, function and competencies of educational interpreters, identifies successful techniques for providing quality interpreter services and lists additional resources on educational interpreting.

Ethics and Decision Making for Interpreters. (1991). Western Oregon State College. Interpreter Education Center. Regional Resource Center on Deafness (270 minutes).

Nine thirty-minute lessons cover the ethical situations that must be considered by interpreters.

Interpreter Role and Ethics with Instructor Sharon Neumann Solow. (198?). Waubonsee Community College Interpreter Training Program. (120 minutes).

The videotape of a workshop presented by Sharon Neumann Solow on the RID Code of Ethics and its application.

Interpreters on Interpreting: Ethical Standards and Behavior (1989). Sign Media (90 minutes).

Perceptions of ethical behavior and conduct, resolution of conflicts and the role of the consumer and interpreters are exchanged by four experienced interpreters.

Interpreting: I Make the Difference. (1987?). National Technical Institute for the Deaf. (16 minutes).

A demonstration of how an interpreter facilitates communication and tips for finding and using an interpreter effectively.

Oral Interpreting: Interviews. (1987,1988). Alexander Graham Bell Association. (4 tapes, 20-30 minutes each).

Interviews with Dr. Winifred Northcott, Ken Levinson, Kirsten Gonzalez, Mildred Cruickshank on the development of oral interpreting.

Overuse Syndrome: Identification, Prevention and Treatment (1989). Sign Media, Inc. (53 minutes).

This videotape provides detailed descriptions, common treatments and preventative tips for overuse or repetitive motion syndrome.

Sign Language Interpreters in the Public Schools (1991). Sign Media and Madonna University (3 tapes, 40 minutes each).

This in-services orientation and information kit includes specially designed videotapes on issues faced by mainstream programs with sign language interpreters. Interpreter issues, teacher issues, and administrator issues are addressed on separate tapes. Each tape has accompanying printed materials that summarize key points from each tape.

Working with a Sign Language Interpreter (198?). Sign Media, Inc. (30 minutes).

An overview of practical principles and tips for working with sign language interpreters in one-to-one interactions, small groups and large group sessions.

VIDEOTAPES FOR INTERPRETER SKILL DEVELOPMENT:

Advanced Fingerspelling Practice . (1990). University of Arkansas at Little Rock, Interpreter Training Program. (30 minutes).

Drills of fingerspelled prefixes, suffixes, imbedded fingerspelling, words, loan signs, numbers and paragraphs.

American Sign Language: ABC stories. (1992). Sign Media, Inc. (60 minutes).

Deaf persons present a number of challenging sign play or "ABC stories" which use letters of the manual alphabet in alphabetical order to tell a story.

American Sign Language: Literature Series. Bird of a Feather and For a Decent Living. (1992). Dawn Sign Pictures. (60 minutes).

Two original stories based on the Deaf Experience are told in American Sign Language.

American Sign Language Phrase Book. (1988). Sign Media. (3 tapes, 55 minutes each).

Each tape demonstrates over 200 phrases, expressions, sentences or questions from everyday conversations.

ASL Monologues '90. (1990). Gallaudet University. (60 minutes).

Short talks by five native ASL users are useful for consecutive and simultaneous ASL to English interpreting and ASL comprehension.

ASL Numbers: Developing Your Skills. (1989). Sign Media, Inc. (3 tapes, 50 minutes each).

Cardinal and ordinal systems, incorporating systems, and unique number systems are explained and demonstrated by a variety of deaf models signing numbers in context.

ASL Sampler Tape 6A. Salem, Oregon: Sign Enhancers, Inc. (50 minutes).

This tape includes six samples of ASL presentations, each followed by a model interpretation.

A Basic Course in American Sign Language. (1985). T.J. Publishers, Inc. (4 tapes, 60 minutes each).

Four deaf teachers and three hearing students illustrate various activities, exercises and dialogues from the text by the same name. The fourth tape includes unrehearsed conversations with deaf adults for receptive skill practice.

Becoming a Proficient Cuer. (1992). Training, Evaluation and Certification Unit. (109 minutes).

This videotape and accompanying student workbook describe Cued Speech and includes lessons aimed at preventing common cueing errors.

Classifiers: Part 1. (1989). Gallaudet College, Sign Language Programs. (32 minutes).

Six stories using ASL classifiers are told by three Deaf signers.

Clayton Valli. (1989). Gallaudet University. Sign Language Programs. (41 minutes).

Eight stories are told in American Sign Language by Clayton Valli.

Computer Terminology. (1983). National Association of the Deaf (3 tapes, 55 minutes each).

Six hundred signs, developed to provide a standardized sign language vocabulary for computer terminology, are presented.

Creative Interpretation of Literature in Sign. (198?). National Association of the Deaf. (48 minutes).

Bernard Bragg and Robert Panara perform numerous selections of classical poems in sign language.

Cued Speech Instruction. (1991). HOPE, Inc. (2 tapes, 123 minutes, 64 minutes).

The twenty lessons on these tapes are designed to teach the cues for all sounds in the English language, as well as the principles for developing words, phrases and sentences.

Dactylology: Words on your Hands. Units I-V. (7 tapes, 20 minutes each).

A fingerspelling course designed by the National Technical Institute for the deaf and designed for independent practice in the reading of fingerspelled words.

DITI Summer 1985. (1988). Gallaudet University (30 minutes).

A variety of signing styles are demonstrated by six deaf signers attending the Gallaudet Summer Interpreting Institute.

Face of ASL Series (1991). Sign Media, Inc. (4 tapes, 60 minutes each).

Separate tapes on basic declarative sentences, basic questions, complex sentences and conditionals and relative clauses contain descriptions and demonstrations of facial behavior which plays an important linguistic role in ASL.

From Mime to Sign (1989). T. J. Publishers. (3 tapes, 60 minutes each).

This series does not formally teach signs but develops the individuals's nonverbal communication skills.

Fingerspelling Practice Tapes (1991). Sign Media, Inc. (4 tapes, 60 minutes each).

These instructional videos were designed to assist viewers in improving their expressive and receptive fingerspelling skills. Titles of the tapes are geographic locations, proper names, miscellaneous items and fingerspelled loan signs.

Interpreter Model Series (1985). Sign Media, Inc. (2 tapes, 60 minutes each).

Two spoken-English lectures and two ASL lectures by Deaf speakers are interpreted by two professional interpreters for detailed comparison and analysis.

Introduction to Cued Speech. (1985). Gallaudet University. Department of Audiology and Speech-Language Pathology. (18 minutes).

The use of cued speech and cued speech interpreters in educational programs are explained.

Learning American Sign Language. (1992). Prentice Hall (120 minutes).

The video and text of the same name teach American Sign Language through dialogues and illustration of key structures of ASL.
Linguistics of American Sign Language: Course Videotape (1992). Clerc Books (60 minutes).

Selected signs from a presentation by a Deaf storyteller are isolated and analyzed for specific examples of linguistic principles of American Sign Language.

Memories (198?). University of Arkansas at Little Rock. (25 minutes).

This tape present signed stories for advanced student skill development.

Models of Oral Interpreting. (1988). Alexander Graham Bell Association for the Deaf. (46 minutes).

Three experienced oral interpreters interpret the same three formal lectures to illustrate examples of effective techniques for handling multiple speakers, appropriate and inappropriate facial expression, articulation and phrasing.

Monologues' 91 (1992). Gallaudet University. Department of Linguistics and Interpreting. (81 minutes).

Six ASL users present short talks on a variety of subjects. This tape is useful for consecutive and simulations ASL to English interpreting practice and American Sign Language comprehension.

Offhand Tales. Parts 1 & 2. (1984). National Technical Institute for the Deaf. (2 tapes, 120 minutes each).

Twenty five short anecdotes by deaf signers are useful for receptive sign language practice.

One-to-one Interview: Interpreting Practice. (1989). Sign Enhancers, Inc. (46 minutes).

A one-to-one interview is followed by a model interpretation.

One-to-One Interview: Transliteration. Interview with Kent Olney. (1990). Sign Enhancers, Inc. (34 minutes).

A one-to-one interview is followed by a model transliteration.

One, Two, Buckle Your Shoe: Numbering Systems in American Sign Language (198?). International School of Sign Language and Interpretation (85 minutes).

Bob Alcorn, a Deaf teacher, provides instruction on the numbering systems in ASL.

Performing Arts Modeling Tape #3B. Live Concert: John McCutcheon. ASL Interpretation by Jenna Cassell. (1989). Sign Enhancers, Inc. (45 minutes).

This tape is recommended for performance art interpretation skill development. John McCutcheon performs numerous folk songs which are interpreted by Jenna Cassell.

Performing Arts Modeling Tape #3A. Comparison Interpretation and Transliteration. Live Performances by John McCutcheon. (1989). Sign Enhancers, Inc.

A live musical performance is followed by a model interpretation and a model transliteration. This tape is useful for interpreting/transliterating skill development.

Poetry in Motion: Clayton Valli. (1990). Sign Media, Inc. (36 minutes).

Clayton Valli demonstrates the blending of American Sign Language and expression of human thought through poetry.

Practice Sentences: Interpretation English to ASL. (1989). Sign Enhancers, Inc. (36 minutes).

English sentences are spoken for practice interpreting into American Sign Language vocabulary and grammar.

RID - National Evaluation system Practice tape: Transliteration. (1988). Registry of Interpreters for the Deaf, Inc. (55 minutes).

An ethical standards test, a one-to-one interview, a sign to voice and a voice to sign transliterating segment are presented for preparation for RID certification testing or quality assurance screening.

RID - National Evaluation system Performance Test: practice Tape: Interpretation (1988). Registry of Interpreters for the Deaf, Inc. (60 minutes).

The video includes questions on the RID Code of Ethics, and practice segments for a one-to-one interview and sign-to-voice and voice-to-sign interpreting situations.

Sign to Voice Interpreting Series. (1989). Sign Enhances, Inc. (6 tapes, 45-60 minutes each).

Signed presentations by Deaf models are followed by two voice interpreting models.

Sign to Voice Children Signers Series (1991). Sign Enhancers, Inc. (5 tapes, 60 minutes each).

Signing samples by deaf children with different interests and language abilities, and ranging in age from 5-19, are followed by two voice model interpretations.

Signing Exact English: Curriculum A (198?). Modern Sign Press (4 tapes, 7 hours).

This series presents 700 words and Signed English signs, 50 vocabulary items at a time.

Signing Naturally (1988-1992). Dawn Sign Press (4 tapes, 60 minutes each).

Teacher and student videotapes demonstrate the functional-notational approach to teaching and learning American Sign Language which organizes language around communicative purposes of everyday interaction.

Signs of Drug Use (1985). T. J. Publishers (40 minutes).

One hundred sixty signs related to drug, alcohol and tobacco use are presented.

Signs of Sexual Behavior (1985). T. J. Publishers (25 minutes).

A vocabulary of 130 signs related to sexual behavior and sexuality are demonstrated.

Speaking Off the Cuff. Alexander Graham Bell Association for the Deaf. (3 tapes, 40-50 minutes each).

Hearing impaired persons speak on topics ranging from informal personal experiences to formal speeches. The tapes are useful for voice interpreting practice for oral interpreters.

Technical Sign Series. (1978-1987). National Technical Institute for the Deaf (30 to 60 minutes each).

This series includes individual tapes on signs for vocabulary related to audiology, human sexuality, legal terms, and social work.

VIDEOTAPES ON DEAF CULTURE

Deaf Culture Autobiography Series. (1989-1990). Sign Enhancers, Inc. (8 tapes, 30-40 minutes each).

Interviews with Gil Eastman, MJ Bienvenu, Alfred Sonnestrahl, Paul Johnston, Rev. Thomas Coughlin, Dennis Schemenauer, Patrick Graybill, and Howie Seago.

Deaf Culture Series (1985-1987). Sign Media, Inc. (5 tapes).

This five-part series provide an overview of the unique aspects of identity, group norms, language and traditions, rules of social interaction, and values in Deaf Culture.

Introduction to the Deaf Community. (1993). Sign Media and Madonna University. (24 minutes).

This tape presents a basic overview of Deaf people in America, their language and culture.

BOOKS ON THE EDUCATION OF DEAF AND HARD OF HEARING STUDENTS:

Bishop, Milo E. (Ed.). (1979). Mainstreaming: Practical ideas for educating hearing impaired students; for secondary and post secondary teachers and administrators. Rochester: University of Rochester, Graduate School of Education and Human Development.

Several articles discuss principles and legal requirements for providing interpreters in an educational environment.

Commission on Education of the Deaf. (1988). Toward equality: Education of the deaf. Washington: U. S. Government Printing Office.

The Commission on Education of the Deaf Report includes the findings and recommendations relating to the current status of education for people who are deaf in the United States.

Davis, J. (Ed.). (1990). Our forgotten children: Hard-of-hearing pupils in the schools. Bethesda: Self Help for Hard of Hearing People.

This publication provides educators, parents and administrators with current information on the educational environments that provide the best possible education for hard of hearing children.

DiPietro, Loraine. (1986). Educating deaf children: An introduction. Washington: National Information Center on Deafness.

This informational booklet briefly discusses the educational needs of deaf children.

Froehlinger, V. (Ed.). (1981). Today's hearing impaired child: Into the mainstream of education. Washington: Alexander Graham Bell Association for the Deaf.

A guide for teachers, parents, administrators and staff to use when in mainstream programs. Chapters address specific roles for teachers, administrators and parents.

Moores, D. (1987). Educating the deaf: Psychology, principles and practices. (3rd ed.). Boston: Houghton-Mifflin Co.

Describes the current state of education of deaf students, including its impact on the family, the language learning process, communication and techniques in education.

Moores, D. and Meadows-Orlans, K. (Eds.). (1990). Educational and developmental aspects of deafness. Washington: Gallaudet University Press.

This research based text includes information on the availability of educational interpreters.

National Center for Law and the Deaf. (1986). Legal rights of hearing impaired people. Washington: Gallaudet University Press.

Chapter Four of this book explains, in lay terms, the application of PL 94-142 as it relates to the public school education of deaf and hard of hearing students and the use of interpreters.

National Information Center on Deafness. (1991). Mainstreaming deaf and hard of hearing students: Questions and answers, research readings, and resources. Washington: Gallaudet University.

This information booklet explores what teachers, parents and administrators need to know about implementing a mainstreamed program for deaf and hard of hearing students.

Nussbaum, Debra. (1988). There's a hearing impaired child in my classroom: A learning packet about hearing loss for public school teachers. Washington: Gallaudet University, Pre-College Programs.

Guidelines for the successful integration of deaf and hard of hearing students in the mainstream classroom are clarified.

Schildroth, A., Karchmer, M. (Ed.). (1986). Deaf children in America. San Diego: College-Hill Press.

Information about the numbers and characteristics of deaf children and youth and the education they are receiving from teachers and others interested in their development are detailed. The issues related to mainstreaming deaf and heard of hearing children are also discussed.

Solit, G., Taylor, M., and Bednarczyk, A. (1992). Access for All: Integrating deaf, hard of hearing and hearing preschoolers. Gallaudet University, Pre-College Programs.

This manual and videotape describe the model program at Gallaudet University's Child Developments Center which integrated deaf, hard of hearing and hearing children in an early education program.

JOURNALS IN THE VDDHH LIBRARY COLLECTION

Cued Speech News

Journal of Interpretation by the Registry of Interpreters for the Deaf

Perspectives for Teachers of Hearing Impaired

Journal of the American Deafness and Rehabilitation Association

RID Views

Volta Review

VRID Digest

APPENDIX L

SAMPLE EDUCATIONAL INTERPRETER JOB DESCRIPTION

This represents a general job description, providing illustrative responsibilities and qualifications of educational interpreters.

Description

The Educational Interpreter provides interpreting services to students who are deaf or hearing impaired, according to the student's Individualized Educational Program.

Responsibilities

The educational interpreter's primary responsibility is to facilitate communication between students who are deaf or hearing impaired and the classroom teacher(s), principal(s), students, parents and other persons with whom the students come in contact. The educational interpreter's job assignment must assure that there is no interruption to the interpreting responsibilities.

The educational interpreter shall provide interpreting for extracurricular activities and parent meetings when necessary.

If there is a period of time in which no interpreting services are required (e.g., student absences, student is receiving instruction in self-contained classroom with a teacher of the hearing impaired), the educational interpreter may complete other duties such as tutoring, notetaking, or providing assistance to the classroom teacher(s).

Educational interpreters are expected to participate in the school faculty meetings and other appropriate administrative and staff development activities. The educational interpreter may assist in providing orientations to deafness to hearing students and staff. Scheduling should ensure that attendance at such events will not interfere with interpreting responsibilities.

Qualifications

Interpreting Credentials

Educational personnel providing interpreting services for students using sign language shall have achieved a Virginia Quality Assurance Screening Level III or hold any Registry of Interpreters for the Deaf Certificate (excluding Certificate of Deaf Interpretation).

Educational personnel providing interpreting services for students using Cued Speech shall have achieved a Virginia Quality Assurance Screening Cued Speech Level III or a National Cued Speech Association Cued Speech Transliterator Certificate.

Educational personnel providing interpreting services for students requiring oral interpreting shall have met Virginia Quality Assurance Screening's minimum requirements for competency on the Registry of Interpreters for the Deaf Code of Ethics.

Other Credentials

Competency in spoken and written English, and the ability to use language and communication appropriately to the individual student's needs.

Ability to accurately facilitate communication between school faculty and staff, the student who is deaf or hearing impaired and students.

Ability to interpreter/transliterate in the various communication modes and dialects used by students and the local deaf community.

Experience and interest in working with children and youth.

Good interpersonal skills.

Desired Credentials

Associate's degree or Bachelor's degree.

Completion of an interpreter preparation program.

Knowledge of deafness, amplification systems and Deaf culture.

Knowledge of child development, special education, academic and vocational subjects (as appropriate to the assignment).

Involvement in professional organizations and activities.

Additional Request Form

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